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ABSTRACT

This preliminary report describes the planning efforts undertaken by local demonstration projects involved in the development of Texas' State Plan for Early Childhood Development. Thirteen projects were begun in 1973 to demonstrate various ways in which the state government could work with local government officials, public agencies, parents, and other interested citizens to plan and implement early childhood development services in local communities. Background information on the development of the plan is provided. The report describes seven aspects of the plan: (1) project selection process; (2) notification process; (3) delegation process; (4) steering committee selection and operations; (5) planning process; (6) technical assistance process; and (7) contract review process. A summary of recommendations emanating from this initial study is given. Appendices include the memorandum describing the application of county needs indicators to the county selection process and summaries of individual projects' planning data. (Author/ED)

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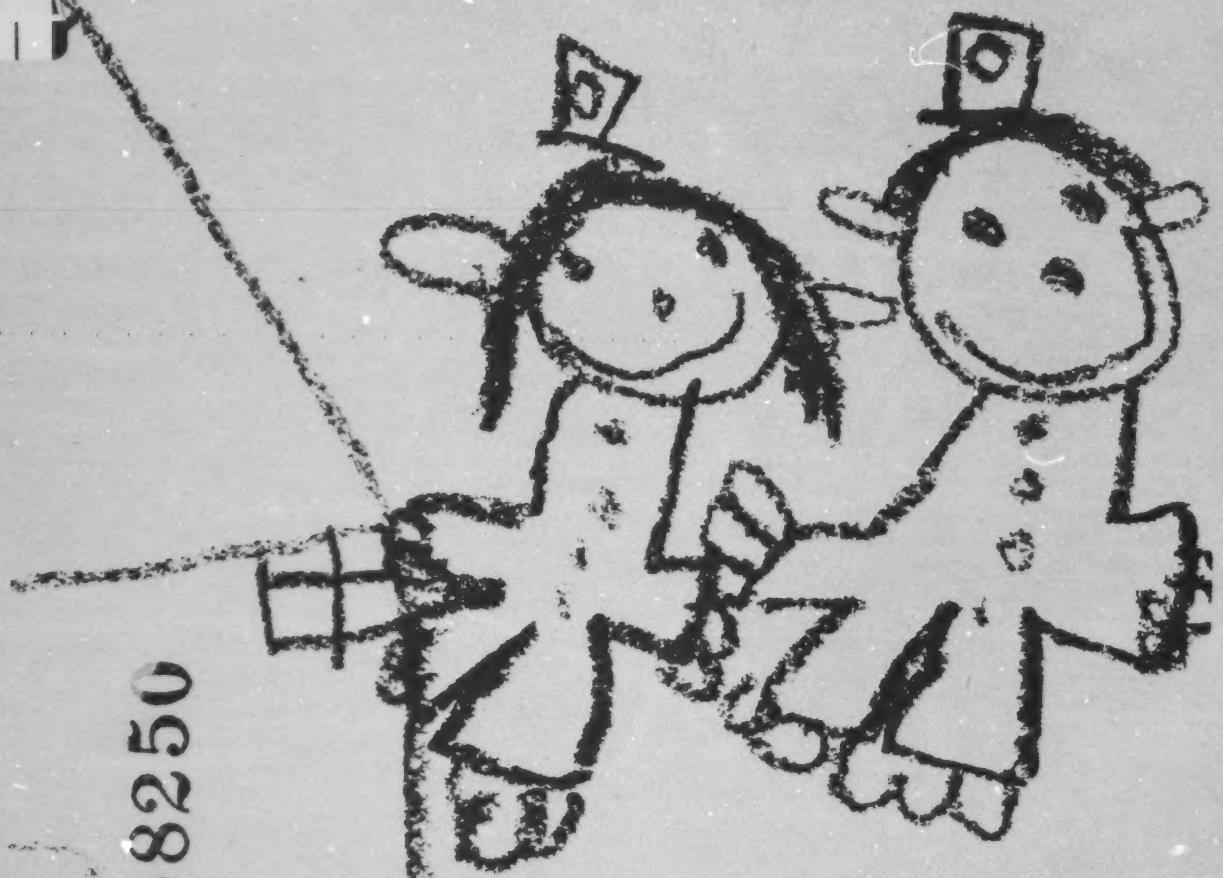
How 13 Texas Communities Started Working for Children

First Report on Planning in the TDCA/OECD Demonstration Project



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Dolph Briscoe
Governor

Texas Department of
Community Affairs

Office of Early
Childhood Development

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Dolph Briscoe, Governor
TEXAS DEPARTMENT OF COMMUNITY AFFAIRS
BEN F. McDONALD, JR., EXECUTIVE DIRECTOR

The Texas Department of Community Affairs, through the Office of Early Childhood Development, has been involved for the last two years in developing a State Plan for Early Childhood Development. A primary source of information for the formulation of this State Plan has been thirteen pilot projects initiated by the Department which have tested out certain tentative Plan concepts. The thirteen projects were begun in 1973 to demonstrate various ways in which the State government could work collaboratively with local governmental officials, public agencies, parents, and other interested citizens to plan and implement early childhood development services in local communities. To date, this experience has been an exciting and heartening one, demonstrating that local and State resources can be mobilized and coordinated to plan for meeting the needs for young children in a community setting.

This report, dealing only with the planning process employed in the thirteen projects, is one of several reports that the Department intends to prepare describing and analyzing the entire demonstration process. In the meantime, the practical and the theoretical lessons gained from this learning experience are being applied to the final development of the State Plan and to the strategies for implementing the Plan across the State.

The Texas Department of Community Affairs wishes to extend its appreciation to the hundreds of Texans who have been involved in these projects and with whose help this study has been made possible.

Ben F. McDonald, Jr.
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Additional information concerning this report is available on request from Jeannette Watson, Director, Office of Early Childhood Development, Texas Department of Community Affairs. The address is: P. O. Box 13166, Capitol Station, Austin, Texas 78711.

Bruce Esterline
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TABLE OF CONTENTS

PREFACE i

EXECUTIVE SUMMARY OF RECOMMENDATIONS ii

INTRODUCTION AND BACKGROUND. 1

-Selection Process. 4

-Notification Process 6

-Delegation Process 13

-Steering Committee Selection and Operations. 17

-Planning Process 21

-Technical Assistance Process 42

-Contract Review Process. 55

ATTACHMENTS

A. Memorandum Describing Application of County Needs Indicators to County Selection Process

B. Tabular Summary of Planning Data

00005

PREFACE

This report is intended to reflect the findings from a preliminary and cursory analysis of the planning data. No attempt has been made in this level of analysis fo fully examine all of the variable factors comprising the planning experiences of the projects nor to correlate those variables. That task is currently being undertaken and will be presented in a Level B report to be completed by February, 1975.

The same analytical approach will be used to examine the data collected on program implementation and program impact. The table below outlines the three phases of the evaluation study, the corresponding levels of data analysis, and the approximate timetable for reporting the evaluation results.

TABLE 1

OECD DEMONSTRATION PROJECTS EVALUATION

FRAMEWORK AND TIMETABLE FOR DATA ANALYSIS AND REPORT WRITING

		Levels of Data Analysis A Cursory Overview Analysis	B In-Depth Analysis
PLANNING	1st Prelim. Report Write	May 1974	December 1974
	Review	June 1974	December 1974
	2nd Prelim. Report Write	July 1974	January 1975
	Review	July 1974	January 1975
	Final Planning Rpt. Write	August 1974	February 1975
ACTIVATION	1st Prelim, Report Write	September 1974	March 1975
	Review	September 1974	April 1975
	2nd Prelim. Report Write	October 1974	May 1975
	Review	October 1974	June 1975
	Final Activation Report	November 1974	July 1975
IMPACT	1st Prelim. Report Write	December 1974	April 1975
	Review	December 1974	April 1975
	2nd Prelim. Report Write	January 1975	May 1975
	Review		June 1975
	Final Impact Report	February 1975	July 1975

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EVALUATION LEVEL

SUMMARY OF RECOMMENDATIONS

Summarized below are the list of recommendations emanating from this study. They are referenced by section titles and page number.

I. Notification of Projects

1. Entrance to the county through the county judges and commissioners courts is an acceptable method for initiating local projects however, follow-up contacts with other ECD-interested groups and individuals should be attempted.(page 10)

2. Every attempt should be made to lay the groundwork with communities through personal meetings.(page 11)

3. In view of the State Plan, OECD can take considerable comfort in the fact that planning and coordination scored as high with local "sponsors" as it did and that new money was not as singularly important as might have been expected.(page 11)

II. Delegation of Planning Responsibility

1. It is important that the determination of planning responsibility occur at the local level and through the local political process. (page 16)

2. As a corollary to the above, OECD should take deliberate steps towards orienting the county sponsor as to the nature and process for conducting comprehensive planning. This should improve the likelihood of selecting appropriate choices of planning agents. (page 16)

III. Steering Committee Selection and Operations

1. Greater orientation of Steering Committee members to planning theory and techniques should result in a clearer understanding of program planning goals and greater involvement of individual members.(page 19)

2. Planning staff should receive training in how best to utilize committee structures in a collaborative planning process. (page 20)

3. Emphasis should be placed on using committee structures as an instrument for effecting coordination of existing ECD services. (page 20)

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B. Project Advisors

1. Emphasis should be placed on selecting consultants with practical experience in program planning that involves community-wide participation. (page 51)

2. OECD should spend more time and effort in orienting consultant-advisors to its objectives and procedures. And as a corollary, greater attention should be given to defining the roles and responsibilities of Project Advisors. (page 51)

C. OECD Workshops

1. Place somewhat less emphasis on planning theory and greater emphasis on practical techniques in future workshops. (page 53)

2. A greater attempt should be made to involve OECD staff, particularly Program Specialists, in the planning and administration of workshops. (page 54)

VI. Contract Review Process

1. If a comparable degree of written documentation is to be required of future planning efforts, it is recommended that clearer more detailed guidelines for reporting the information be provided to local projects by OECD. Such guidelines should take recognition of the fact that for many local planners the composition of lengthy, factual reports can be a difficult and time-consuming task. (page 63)

2. During the design of evaluation instruments for review purposes, the users of those instruments must be fully involved. This is recommended to insure that the reviewers have a common understanding of how the instruments are to be used. (page 63)

3. Internal administrative policies and procedures should be evaluated and improved to establish a more expeditious system for reviewing, routing and approving planning reports. The guidelines should include: (page 64)

   a) the responsibilities of all staff involved in the approval-making process;

IV. Planning Process

A. Problem Exploration

1. Special attention should be given to providing planners with technical assistance in designing their ECD needs assessments, and in analyzing data. (page 27)

2. The role of the Steering Committees vis-a-vis the project planners should be clarified in future problem explorations. (page 28)

3. Special attention should continue to be made of the possible occurrences of important secondary results from the problem exploration process. (page 28)

B. Knowledge Exploration

1. Adequate time for identifying, mobilizing experts and for processing the information obtained from them must be insured. (page 34)

2. To prepare planners in conducting a Knowledge Exploration, a specific training package should be developed. (page 35)

C. Program Design

1. Special attention should be given to provide planners technical assistance in time management and proposal writing during the Program Design Phase. (page 41)

2. The distribution of complete and summarized program proposals to key individuals and key agencies should continue to be actively encouraged. (page 41)

V. Training and Technical Assistance

A. Program Specialists

1. Program Specialists should have increased accessibility to the kinds of technical training and expertise necessary to enable them to fulfill their own assistance functions. (page 46)

b) the proper sequencing of review and approval steps;

c) an average "turnaround" time for processing reports and

d) an appropriate mechanism for follow-up in order to insure the receipt of revisions and addenda from program sites.

4. The administrative policies and procedures for processing voucher payments should be evaluated and improved to insure the prompt and efficient disbursement of funds after completion of each planning phase. (page 64)

5. For preparing local program budgets, OECD should provide local projects with sufficient, written guidelines as to how state money can be spent. In addition, appropriate technical assistance should be available to projects to assist them in the budget formulation process. (page 64)

6. In reviewing program plan proposals the staff group review technique was very effective. It provided the type of mutual support that was sought and as a technique enabled the reviewers to conduct a detailed analysis of the proposals. With the advantage of a year's experience, Special Programs Staff should demonstrate improved analytical skills in the future. It is important that the written documentation of the proposal reviews are made and circulated among the reviewers. It is imperative that the Fiscal Officer be involved in this initial review phase in order that budgetary problems be identified and corrected as early as possible. (page 64)

7. The face-to-face conferences between Special Programs Staff and project staffs to further critique and discuss program proposals proved extremely satisfactory to all involved. However, it is highly recommended that subsequent review conferences be summarized in written reports and circulated to all the participants. (page 64)

OECD DEMONSTRATION PROJECTS
INITIAL REPORT ON PLANNING

Introduction

This preliminary report describes the planning efforts undertaken by the thirteen demonstration projects to plan and implement local early childhood (ECD) programs. The demonstration projects are sponsored by the Office of Early Childhood Development (OECD) under the direction of Mrs. Jeannette Watson in the Texas Department of Community Affairs. Initiated in December, 1972, the demonstration projects will complete planning and initial implementation activities in August, 1976; therefore, this report only describes the planning activities undertaken and learning experiences accumulated through August, 1973.

Background

In 1971, OECD was formed by Governor Preston Smith and mandated to coordinate with other agencies in developing a State Plan for Early Childhood Development (children under kindergarten age and their families) for Texas. As a prerequisite step in preparing a long-range state-wide plan for young children in Texas, OECD formed and staffed a Special Programs Unit, comprised of three Program Specialists and a Project Director, that would try out various procedures and techniques for planning and implementing ECD projects at the local "grass roots" level in selected Texas counties and communities. Although the lines of distinction are not pure, it will be useful in this report to classify the 13 ECD projects into two types: County and Special projects. The two types of projects basically differ in terms of (1) how they were selected by OECD, and (2) the process they followed in developing their ECD projects. These distinguishing characteristics of County and Special projects are summarized in Table 2, and will now be explained briefly.

00011

Table 2

KEY DIFFERENCES BETWEEN OECD COUNTY AND SPECIAL PROJECTS

DISTINGUISHING FACTORS	COUNTY PROJECTS	SPECIAL PROJECTS
A. Selection Process		
1. Criteria	1. Need as determined by a set of ECD need indicators. 2. Predominantly rural areas with large populations of children 0-6. 3. Potential for Title IV-A matching funds.	1. A program that responds to unique ECD needs. 2. Indication of local support for ECD program. 3. Funds to match OECD grant were available.
B. Notification Process	OECD contact directly to county officials.	OECD contact directly to selected sponsoring agencies.
C. Delegation of Planning Responsibility	Determined by local political process.	Responsibility of sponsoring agencies.
D. Steering Committee Selection and Operation	1. Selected by local officials 2. Had representatives of public officialdom, child-care service providers, interested citizenry and potential consumers 3. Supervised planning effort	No official steering committee structure.
E. Planning Process	Structured PPM process to respond to need priorities.	Unstructured informal process to develop an ECD program proposal.
1. Problem Exploration	County-wide needs assessment of parents and citizens to identify ECD need priorities.	Informal needs assessment conducted. A-priori definition of ECD needs and solution program.
2. Knowledge Exploration	Survey of experts conducted to identify alternative means for dealing with ECD need priorities.	No formal survey of experts conducted and few alternative solutions considered.
3. Program Design	Evaluate and adapt information on need priorities and solution alternatives into an ECD program proposal with participation of county agencies.	Sometimes, the starting point for planning. A proposal was initially written and subsequent revisions were negotiated in order to secure funding.

DISTINGUISHING FACTORS	COUNTY PROJECTS	SPECIAL PROJECTS
4. Program Activation	ECD program proposal activated on a pilot basis, an evaluation conducted, and modifications made.	ECD program is not activated on pilot basis with formal evaluation.
5. Program Operation	Once pilot program has been "debugged", the program operated on an on-going basis.	ECD program is implemented on operational basis with informal monitoring.
F. Technical Assistance Process	OECD staff, Program Specialists, assigned to provide TA to each project during each planning phase. Project Advisor consultants Workshops	1. TA from OECD consisted primarily of periodic site visits to assist in program implementation and for monitoring contract compliance. 2. Texas Migrant Council provided some assistance to the Migrant child care program.
G. Contract Review Process	Funding made in increments and contingent upon comletion of prescribed phases of planning.	Funding contingent upon implementation of program design; not on completion of particular planning process followed.

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Selection Process

The different criteria used to select County versus Special projects in Table 2 reflect OECD's dual concerns for initiating ECD service programs in the most disadvantaged areas in Texas (thus, the County projects), and for responding to initiatives from local agencies to plan and implement ECD programs (the case for Special projects). While OECD was approached by local sponsoring agencies with a funding request for most of the Special projects, in the case of County projects, OECD took the initiative to identify the most needy Texas counties and to mobilize organized effort at the local level to plan and implement ECD programs.

The criteria for selecting County projects, therefore, focused upon:

1. the most needy counties as measured by a set of ECD need indicators (see attachment A)
2. predominantly rural counties with sizeable childhood (ages 0-6) populations, and
3. counties with high rate of AFDC families where strong potential existed for obtaining Title IV-A matching funds.

On the bases of these criteria OECD approached the County Judges in 11 counties with funds to develop an ECD program by following a prescribed planning process as outlined in Table 2. After negotiations with County Judges and Commissioners Courts during the winter of 1972 eight counties elected to enter the program and a local agency in each county was selected to contract with OECD to plan an ECD program for their respective counties during January, 1973 - August, 1976:

1. Marlin-Falls County Committee on Health and Community Development contracted with OECD to develop an ECD program for Falls County.

2. Lamar Consolidated Independent School District contracted with OECD to develop an ECD plan for Fort Bend County.

3. The Deep East Texas Council of Governments contracted to develop an ECD plan for Polk County.

4. The San Patricio County Committee on Youth Education and Job Opportunities contracted to develop an ECD plan for San Patricio County.

5. The Community Action Council of South Texas contracted to develop a plan for Starr County.

6. LIFT, Inc., contracted to develop a plan for Houston County.

7. Lamar County contracted to develop a plan for Lamar County.

8. The Navarro County Consultation Center contracted to develop a plan for Navarro County.

In the case of Special projects OECD used the following criteria to select Special projects:

1. the adequacy of the proposed program to respond to stated ECD needs.
2. an indication of local support for the ECD program proposal, and
3. the promise of funds by other agencies to match a grant from OECD.

On the basis of these criteria OECD contracted directly with the following sponsoring local agencies:

1. The United Fund of El Paso County, in conjunction with the YWCA and HUD, contracted to develop a system of nine child care centers, throughout the city of El Paso.

2. The Corpus Christi Early Childhood Development Center was funded to develop a multi-agency sponsored child development program in Nueces County.

3. The Texas Panhandle Community Action Council (TPCAC) was contracted to plan for a 26-county regional ECD program.

00015

4. The Texas Migrant Council (TMC) was provided money to child development programs for migrant and seasonal farmworkers and their children. TMC opted to subcontract with three programs:

   a. South Plains Venture, Inc., to continue an ongoing summer program of child services.

   b. Colonias del Valle, to develop a child care program in Hidalgo County.

   c. Coastal Bend Migrant Council, to develop a child care program in Nueces County.

5. Galveston Independent School District, to develop a child-care program co-sponsored with the Moody Foundation in the city of Galveston.

Notification of Projects

A. County Projects

Having chosen eleven counties to participate in the OECD Demonstration Program, the next step was to notify the communities of their eligibility. As a strategy for notification was being developed, two paramount criteria were considered:

1. The need to develop the support of the county judges and the commissioners' courts for the programs.

2. The need to insure that the local political process determined which group or agency would administer the planning effort.

After considerable discussion with persons familiar with county governmental structures, the decision was made to:

1. Make initial contact with the county judge in each county.

2. Enable the judges and other local officials to select the operating agency.

The original plan called for Jeannette Watson and members of her staff to personally visit each of the eleven counties and explain in detail the nature of the OECD program. However, because of time constraints, the notification process was reduced to contact by phone and a follow-up letter inviting the judges to an orientation meeting in Austin.

B. Special Projects

In contrast to the County Projects, where contacts were made through local county officials, for the Special Projects OECD negotiated directly with selected local agencies.

C. Substantive Results-----County Projects

At a January 4th meeting in Austin, the local officials or their representatives were informed that OECD would provide approximately $60,000 to each county with which the county could design and implement ECD programs. One firm condition was placed on the use of funds: the money must go for programs that were designed to meet local ECD needs. To insure this being done, OECD repeatedly stressed the need for conducting systematic and comprehensive local needs assessments.

Of the eleven counties invited to attend the meeting in Austin:

1. 8 counties were represented in Austin
    a. 4 of the 8 were represented by their county judges
    b. 4 sent representatives of the judges.
2. 3 counties did not attend at all. (Falls, Liberty, Harrison)
    a. 2 of the 3 chose finally not to participate in the program, (Liberty, Harrison)

00017

D. Substantive Results-----Special Projects

All of the Special Projects agencies contacted were receptive to the program. This is understandable because in almost every case, the agencies initiated contact with OECD.

E. Process Findings-----County Projects

Through interviews conducted with county judges and OECD staff involved in the notification process the following findings were made:

1. Personal face-to-face contacts with county judges is the preferred method of initial notification.

All of the staff questioned agreed that where personal contacts were made the degree of local receptivity was higher than when contacts were made by phone or mail.

The judges that received personal contacts indicated that the personal visits was the feature they liked best about the notification process. Moreover, they indicated a high degree of understanding about and enthusiasm toward OECD program goals.

2. Entering the county through its chief executive is a satisfactory method for initiating a county-wide, public service program.

All of the participating judges indicated moderate to extreme personal interest in the program for their counties. Only 2 of the 8 participating judges indicated they would have preferred that OECD had gone directly to the ECD-agencies and not to them personally. The reason for this, they explained, was because the county itself could not afford the staff-time nor the money necessary to participate in the program.

However, it should be noted that by limiting initial contacts to the county judge, the opportunity for a community to participate was left to the discretion of one person, the judge.

3. The initial orientation to the Demonstration Programs given to the counties was only partially successful.

One county represented at the January orientation meeting chose not to participate at all. Of the other 7 attending:

a. 4 indicated they were very unclear to moderately clear about the Demonstration Program at the end of the meeting.

b. 3 indicated considerable understanding of the Demonstration Program at the end of the meeting.

Of particular confusion was the question of whether or not the county would have to provide funds additional to OECD's monies for participating in the program.

---5 out of 7 judges listed uncertainty about program financing as an obstacle to deciding whether or not to participate.

4. No clear-cut evidence appears to indicate that new money for new services was the only reason communities wanted to participate in the Demonstration Programs.

In contrast to what might have been expected, the opportunity to obtain State money for new services was not of singular importance to the county judges. Though program money was the most tangible and identifiable benefit to the counties, judges listed other components of the OECD program as being important to them.

When asked to rank-order OECD program components from 1-most important to 5-least important, the average scores given by judges were:

a. Money for planning 2.7

b. Technical assistance during operations 2.8

c. Technical assistance during planning 3.0

d. Money for program operations 3.0

e. Conceptual model of planning 3.4

When asked to rank-order planning by-products from 1-most important to 4-least important, the average scores given by judges were:

a. Community acceptance of proposed program 1.5

b. Coordination of existing ECD services 1.7

c. Implementation of new ECD services 3.0

d. Referrals or spin-offs 3.4

However, when asked directly how useful or important would be the OECD program without new money for new services the judges' responses ranged from:

a. Totally useless (3 responses)

b. Mostly useless (1 response)

c. Moderately useful (3 responses)

From this data it can be shown that technical assistance and money for planning score significantly high as do coordination of existing ECD services and community acceptance of proposed services.

F. Recommendations-----County Projects

1. Entrance to the county through the county judges and commissioners courts is an acceptable method for initiating local projects however, follow-up contacts with other ECD-interested groups and individuals should be attempted.

This multi-contact approach would insure that the proper political protocol and political power configurations would be

respected. But, in addition, it would minimize the chances for the judge or their courts to solely determine the acceptance or rejection of the OECD program. In addition, OECD staff should continue to research background information about communities' and local officials' attitudes towards ECD services prior to the actual notification. The potential for payoff in conducting this sort of study is very high. In view of the "sponsorship" process suggested in the State Plan, these conclusions may have important implications.

2. Every attempt should be made to lay the groundwork with communities through personal meetings.

The reactions of all involved, judges and OECD staff, demonstrate clearly that face-to-face meetings accomplished the following results:

a. Provided a personal touch to the negotiations

b. Were appreciated by the county officials

c. Better clarified the program goals and objectives than the impersonal mode

d. Set future relationships off to a good start

Relative to making personal contacts, adequate time must be set aside in future notification efforts to arrange for and travel to such meetings. A minimum of two months should be allowed for notification and for judges to confer with their commissioners' courts.

3. In view of the State Plan, OECD can take considerable comfort in the fact that planning and coordination scored as high with local "sponsors" as it did and that new money was not as singularly important as might have been expected.

It appears that, on the surface, county judges', in their responses, well appreciated the side-benefits (planning and coordination) of new program money entering their communities. The challenge to OECD in implementing the State Plan is to present planning and coordination as attractive benefits to the counties devoid of new program money. In meeting that challenge, our research suggests two considerations:

1. Knowing there was new money to work with in the county and that, essentially, the county would not have to spend its own revenues, was undeniably a prime consideration for county judges in agreeing to participate. Therefore, when implementing the State Plan, OECD should take care to explain that planning and coordination, too, will not add a financial burden to the county budget. Moreover, emphasis could be made of the fact that effective planning and coordination might possibly save the county money in the long run.

2. On the other hand, the fact that there was new money for new programs was viewed as problematic for some judges. Their concerns can be summed up in the following:

    a. An intuitive or experiential feeling that any new program will cost the county taxpayers sooner or later.

    b. New money means new programs and most human services programs lose their federal or state sponsorship after awhile and become the responsibility of the county.

    c. New money requires bookkeeping and auditing and that in turn costs the county.

    d. Nobody "gives away" money for programs unless there is a "catch".

OECD should be careful to explain that new monies are not necessarily guaranteed through the State Plan but rather that participation in the process is intended to permit counties to

C0022

better utilize the resources that are currently available to them. This approach should minimize the types of concerns listed above as well as maximize the notion of local autonomy in participating in the process.

Delegation of Planning Responsibility

Having notified the program areas of their selection for the OECD Demonstration Program, county officials were asked to identify an agency or organization that would contract with OECD for conducting the program planning effort. The county government, an existing agency or a newly created agency could be selected to accomplish the task. It was further explained that the agency responsible for conducting the planning could become the program operating agency or that role could be the responsibility of another agency.

The three primary features of the strategy for delegating planning responsibility were that:

1. The county government have first choice for planning;
2. The final selection of a planning agent be made locally;
3. The planning agent would be contractually accountable to OECD for completing the planning task.

A. Substantive Results-----County Projects

At the January 4th meeting of county representatives in Austin, communities were given three weeks by which to accept or reject the offer and to select an agency to contract with OECD. Most counties were able to respond within the specified time allowed; however, there were a few exceptions. The primary reason for delays was

due to the fact that most judges preferred to involve their commissioners courts before making any decisions.

Of the eight counties that responded affirmatively to the offer, only in two instances did the county governments (Polk, Lamar) elect to be the contracting agents. However, one of these counties, Polk, subcontracted with a Council of Governments to carry out the planning assignment. The other six, chose a variety of delegate agencies:

1. 2 Community Action Agencies (Starr, San Patricio)
2. 1 consortium of independent school districts (Ft. Bend)
3. 2 private, non-profit child-care agencies (Houston, Falls)
4. 1 MH-MR agency (Navarro)

The principal reasons given for why county officials preferred selecting a delegate agency were as follows:

1. Too great an administrative burden on the county.
2. Lack of interest within county government.
3. Personal knowledge and confidence in the delegate agency's ability to carry out planning.
4. Requested by delegate agency to be chosen planning agent.

B. Substantive Results-----Special Projects

In all of the Special Projects the responsibility for conducting the planning process lay with the agency initially selected to participate in the program.

C. Process Findings-----County Projects

As a result of interviews conducted with county judges and OECD staff, several guidelines have been developed that include the followi

00024

take personal responsibility for supervising the planning work. Reasons cited for not assuming planning responsibilities were usually that the county administration lacked the time, the manpower and the money for doing such a job.

Moreover, from observations made by OECD staff, the degree of continued involvement of the county judges with the delegate agencies ranged from:

Very Limited Extent	Some Extent	Very Great Extent
3 Counties	4 Counties	1 County

D. Recommendations-----County Projects

With the emphasis in the State Plan on planning and coordinating existing ECD services, two key features in selecting a planning agency seem to warrant further consideration:

1. It is important that the determination of planning responsibility occur at the local level and through the local political process.

This is true because of the high degree of importance the Plan places on obtaining local political support for planning efforts in local communities. Moreover, it will be equally important that the organization selected to plan is viewed by the rest of the community as acceptable and legitimate in that role. As the research on inter-organization coordination has shown, the prospects for effecting coordination among agencies are considerably enhanced when the coordinating agent is regarded as non-threatening and appropriate in that function.

2. As a corollary to the above, OECD should take deliberate steps towards orienting the county sponsor as to the nature and process for conducting comprehensive planning. This should improve the likelihood of selecting appropriate choices of planning agents.

1. OECD has demonstrated that it is possible to rely upon the local political process to determine planning and administrative responsibilities in a county-wide, public program of this kind.

This conclusion is substantiated by the fact that in all eight counties, the judge was personally involved in selecting the delegate planning agency. In 60 percent of these instances, outside pressure was exerted on the judge in making his selection. And, in only two counties did some negative reaction occur around the judge's final choice of agencies. Furthermore, when asked after three months into the planning process, all eight judges responded that they were satisfied with their choices of planning agencies.

Although OECD Program Specialists would have preferred that OECD take a firmer hand in influencing the selection of the planning agency, nonetheless they appeared satisfied with the outcome of the process that was used.

The results of questions about the delegation process were determined by averaging the Program Specialists' ratings of satisfaction on a scale from 1=very limited extent to 5=very great extent.

	Average Rating
a. Extent satisfied with agency delegation process within the county?	3.7
b. Extent satisfied with outcome of delegation process?	3.7
c. Extent delegated agency is considered legitimate and accepted by other county agencies?	4.1

2. It seems unlikely to expect that rural county governments will agree to accept responsibility for the day-to-day administration of similar planning efforts.

Note that in only one instance, Lamar, did a county official

00025

Requiring particular emphasis should be the following selection criteria:

1. The abilities and personality of the individual planner;
2. Previous experience in planning and coordination;
3. The relative unimportance of technical and programmatic expertise in ECD;
4. Community recognition of the appropriateness of an agency's role as planner;
5. Community support.

Steering Committee Selection and Operations

All county projects were required to establish a Steering Committee that would have direct supervisory control over the planning process. The Steering Committee was also given veto power over the various phase-end products of the planning process.

Steering Committee membership was required to have representatives from the following groups:

1. representatives of public and private agencies which provide services for young children and their families.
2. parents whose children may participate in the program (at least 1/3 representation).
3. representatives of groups interested in child development.
4. elected local program area officials.

A. Substantive Results-----County Projects

In total, 164 individuals served on Steering Committees throughout the planning process. Approximately 9 percent were

elected public officials, 41 percent parents, 26 percent ECD-related agency representatives and 23 percent interested citizens. In most instances, county judges comprised the representation of public officialdom.

The membership list was in every case drawn up by either the principal planners or the county judge in conjunction with the planner. The predominant method for making selections was through personal contacts of individuals meeting OECD's eligibility requirements.

B. Substantive Results-----Special Projects

Except for the Panhandle, the other Special Projects did not follow a prescribed planning process.

The Panhandle did select a Steering Committee consisting of:

1. 2 representatives of public and private ECD-service agencies
2. 2 parents
3. 2 interested citizens (from industry)
4. 4 elected officials (2 county judges, a councilman, and a mayor)

The group was nominated by the planning staff and appointed by one of the county judges.

C. Process Findings-----County Projects

1. The OECD projects have demonstrated that fairly broad local representation can be achieved for conducting a "grassroots" planning effort.

In most cases, securing individual membership was not a problem; on the contrary, most members seemed pleased to participate. In six out of eight counties, the county judges remained a member of the Steering Committee.

00028

2. The Steering Committees most often acted only to adopt and ratify the recommendations of the Planning Group.

As is the case with most committee work, the planning staff to the committee conducted the major portion of the work and the committee, having little to offer as alternatives, accepted the staff's product.

3. The representation of key persons and key agencies on Steering Committees lent prestige and support as well as provided the planning group with important informational resources.

In most county planning efforts, individual committee members either a) participated directly in the planning "leg" work or b) assisted indirectly in identifying and coordinating planning resources. When interviewed, seven out of eight planners rated their working relationships with their respective Steering Committees as "good" or "excellent".

Inaction of some members is perhaps attributed to either time constraints or unfamiliarity with planning for ECD services.

D. Recommendations-----County Projects

Resulting from their experiences during this phase, some changes have been suggested by county planners in creating and utilizing future Steering Committees:

1. Greater orientation of Steering Committee members to planning theory and techniques should result in a clearer understanding of program planning goals and greater involvement of individual members.

With this sort of orientation Committee members might be encouraged to provide a more active leadership role in the planning process, rather than merely reacting to recommendations and conclusions of the planning staff.

00029

2. Planning staff should receive training in how best to utilize committee structures in a collaborative planning process.

This type of technical assistance could be added to the planning-training now currently available to planners.

3. Emphasis should be placed on using committee structures as an instrument for effecting coordination of existing ECD services.

There is no current evidence that committees were perceived by the counties as a possible means by which to coordinate existing ECD services in the program areas. Rather, committees were more often used as a) a legitimizing device b) a necessary structure to satisfy OECD contracts, and c) a resource for planning information and data-collection. According to the State Plan, committees entitled Councils for Children are expected to provide a vehicle for developing coordination of existing ECD services. OECD should therefore provide appropriate guidelines and training tips to insure that these committee structures in fact can serve as mechanisms for effecting inter-organizational coordination.

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Planning Process

Table 2 also shows the different processes followed by County and Special projects in planning their ECD programs. At the out-set it is important to recognize that OECD negotiated contracts for a specific planning process with County projects, and contracts for program implementation and operation with Special projects.

The planning contract required that County projects follow a structured process for ECD program planning. The structured process is the Program Planning Model (PPM)* which subdivides planning into five phases and prescribes specific tasks for each phase (see Table 2). Special projects did not follow the structured PPM process in planning their ECD programs.** Indeed, by the time Special projects made their initial contact with OECD, much of their planning had already been completed. As a result information on the planning process followed by Special projects is more fragmentary than that for County projects, and is based upon hindsight interviews conducted with Special project directors.

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* For a description of PPM see Andre Delbecq and Andrew Van de Ven, "A Group Process Model for Problem Identification and Program Planning," Journal of Applied Behaviorial Sciences, (July, 1971) & Andrew Van de Ven and Richard Koenig, "A Process Model For Regional Program Planning," Kent State University, Unpublished, 1974.

** The Texas Panhandle is an exception to this classification. Although selected by the criteria for Special Projects, TPCAC followed the PPM planning process as per the County Projects. Hereafter, in this report on planning TPCAC will be considered along with the County Projects.

The OECD demonstration projects are all presently in the Program Activation Phase of planning outlined in Table 2. This section of the report therefore will focus only on the efforts of the demonstration projects during the first three phases of planning. For each phase, the planning activities of the County and Special projects will be described in terms of substantive results, process findings and recommendations which suggest some directions for future planning efforts of a similar nature.

PHASE I: PROBLEM EXPLORATION

Problem Exploration is the "corner stone" phase in PPM. The purpose in this phase is to objectively identify and document ECD need priorities in a county by involving the parents, professionals, and interested citizens of the county. Documentation of the ECD need priorities then becomes the guiding base for all planning and evaluation efforts in future phases.

A. Substantive Results

County projects initiated planning by conducting county-wide problem inventories to identify ECD problem areas with the direct involvement of parents and interested citizens. Over all projects 21 planners (30% of whom are non-salaried volunteers) conducted needs assessments in their respective counties over a period of six weeks. More than 4,955 citizens actually participated in the ECD needs assessments; 65 percent of the participants were parents of young children and 35 percent were ECD service providers in the communities. After analyzing the data, each project wrote a problem exploration

00032

report that documented their findings which was then reviewed by the Project Steering Committee, distributed for release to the community, and submitted to OECD in compliance with their contract. More than 215 problem exploration reports (about 24 per project) were distributed to ECD service-providing agencies, public officials, and local news media. When tabulating the top three priorities in the nine County project reports, the most important service needs for ECD are as folows:

Rank	Early Childhood Need Priorities	Frequency in Top Three
1	Health-related services and resources	8
2	Parental education in early childhood development	5
3	Pre-school educational programs for children	4
4	Day Care services for children of working parents	3

ECD health-related services and resources were identified among the top three priority needs in eight of the nine counties, and received higher priority rankings across the County projects than any of the other ECD needs. Equally significant is the fact that day care services emerged as fourth in importance following parental education and pre-school educational program needs; reaffirming that ECD concerns across the eight Texas counties and the Panhandle include far more than day care.

Special projects on the other hand, began planning with a-priori definitions of populations which were the target of the proposed programs. These target populations were specific, identifiable groups of children whose need for service were obvious from

planners' past observations. For example:

1. El Paso YWCA defined its target population as children of working mothers residing in HUD housing complexes within the city of El Paso.

2. TMC defined its population as the children of migrant parents residing in selected Texas counties where Title IV-A matching monies were possible.

3. Corpus Christi ECD Center specified the agencies which would collaborate in providing services to children of AFDC families.

B. Process Findings

Just as important as the identified needs for ECD are the process guidelines that have been demonstrated and learned from the County projects during Problem Exploration. Although data analysis is still in process, a number of guidelines for planning ECD programs are clearly emerging from this evaluation study. They include the following.

One of the key problems which makes it difficult to obtain the involvement of parents and interested citizens in planning is lack of knowledge of what practical techniques to use. An objective identification and documentation of ECD need priorities can be obtained at the local level with a needs assessment that directly involves parents and interested citizens. The experiences from the County projects suggest that:

1. Personal techniques are more effective than impersonal techniques for obtaining citizen participation on ECD needs, assessments, and

2. The use of a mix of alternative techniques is more effective than the use of only one method.

A variety of personal and impersonal techniques were used by the County planners to conduct their needs assessments. The impersonal techniques include statistical data, survey questionnaires, delphi,* newpaper and radio surveys, and census data on ECD needs in the community. Personal techniques include structured and unstructured interviews and group meetings. When comparing the personal and impersonal techniques used in their needs assessments, in every case planners rated personal techniques (nominal groups** in particular) as more satisfying for participants and more productive in terms of the number of needs identified. However, when asked what changes and improvements they would make in future needs assessments, planners stressed the importance of using a mix of different personal and impersonal techniques. In addition, the validity of the data collected in a needs assessment can be cross checked by using a variety of techniques and instruments.

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* The Delphi procedure consists of an iterative series of questionnaires that are sent to and from a respondent group to systematically investigate a particular problem area. For a description see A. L. Delbecq, A. H. Van de Ven, and D. H. Gustafson, Committee Life In Modern Organizations, Chicago: Scott Foresman, 1974.

** The nominal group is a structured group meeting for obtaining the ideas of participants on a selected problem. For a description see A. H. Van de Ven, Group Decision Making and Effectiveness, Kent, Ohio: Kent State University Press, 1974.

3. Census and other statistical data on EDC needs in the counties was found to be of little help in identifying ECD need priorities.

All County projects encountered problems with attempting to inventory and use existing data in developing their ECD needs assessments. Two planners reported an absence of information, three found records that were outdated and not useful, while two other projects had difficulty gaining access to ECD needs records in other agencies. Even when the information was available, attempts to inventory existing data on ECD needs were found by project planners to be frustrating, time consuming, and of little use. This may have been as much a function of local planners inexperience with using this kind of data as it was a function of the status of the data.

4. The OECD projects have demonstrated that, with proper training and technical assistance, planners can conduct needs assessments at the local level.

The average education of planners was between the bachelor's and master's level of college training. Nearly all planners had prior experience in planning and had been involved, on the average, in at least four previous planning efforts. Specific training for social planning of a similar nature to this ECD project was gained through experience in most cases, although four planners had attended formalized college courses.

Aided by a two-day needs assessment workshop for all County projects in Austin and with technical assistance provided by OECD staff and consultants, the demonstration projects were able to conduct needs assessments of good quality in their communities.

C. Recommendations-----County Projects

In order to improve the process by which planners assess their communities' needs, the following recommendations are suggested:

1. Special attention should be given to providing planners with technical assistance in designing their ECD needs assessments, and in analyzing data.

County planners encountered their greatest difficulties in designing needs assessments and in analyzing and summarizing the data. Three projects suggested a need for clearer initial understanding of design and data analysis procedures.

To prepare project planners in conducting a needs assessment, the OECD County Projects experience suggests the need for training and technical assistance that is process oriented on techniques and methods, and not content oriented on topics or sub-specialties within the emerging early childhood discipline.

Specifically, planners stated that preparatory training and follow-up technical assistance while conducting the ECD needs assessments should focus on:

a. identifying and analyzing statistical "hard" data,

b. designing a needs assessment survey,

c. clearly identifying the information needed from citizens and the specific questions to ask,

d. techniques and methods for identifying ECD needs from citizens,

e. methods for data analysis, reporting and feedback,

f. coordination with other ECD service providing agencies in the community, and

g. managing the time table and budget while conducting needs assessment.

A further discussion of training and technical assistance appears in a later section.

2. The role of the Steering Committees vis-a-vis the project planners should be clarified in future problem explorations.

The role of the Sterring Committee during the Problem Exploration phase remained problematic for most planners. In varying degrees project planners viewed their Steering Committees more as potential veto sources than as assistants to their planning efforts. In addition, six County planners believed their Steering Committees maintained predetermined views on what should be the ECD need priorities in their communities. In all cases, however, planners stated the Steering Committees were positive in their reviews of the needs assessments conducted by the project planners.

3. Special attention should continue to be made of the possible occurrences of important secondary results from the problem exploration process.

Several of the County project planners reported the occurrence of unanticipated, by-products or "spin-off" from the needs assessment process. In one particular instance, after a nominal group meeting of parents and planners, the parents themselves initiated immediate plans to begin a Big Brother program for fatherless boys in the community. In another such meeting, administrators and

00038

consumers of a local child-care center overcame long-held problems of mutual distrust and suspicion and began a concerted fund-raising campaign to save the program. From these and other similar examples, it is clear that potentially valuable legitimizing and support-building "spin-offs" may occur which can obviously benefit the entire planning effort. The recognition of this fact may have meaningful implications for the State Plan as local planners are encouraged to identify problem-areas that can be solved by immediate, tangible, local action.

PHASE II: KNOWLEDGE EXPLORATION

The purpose of the Knowledge Exploration phase is to conduct a survey of experts in order to obtain a clearer understanding of the ECD problems identified in Phase I, and to identify alternative ways to deal with these problems.

A. Substantive Results

In varying degrees all County projects conducted Knowledge Exploration surveys with experts. On the average each County project involved 28 experts (248 experts in total) from a variety of disciplines (e.g. health, education, childhood development) and localities (15 percent of the experts resided outside the local counties). After the interviews and discussions with experts, the County project planners wrote Knowledge Exploration reports which summarized and prioritized the alternative strategies suggested by experts for dealing with the ECD need priorities. These

reports were reviewed by the project Steering Committees and distributed to OECD, Phase I and II participants, and local ECD service agencies. Overall, 411 reports were distributed.

Although each County project developed a unique list of alternative means to deal with their ECD need priorities, Table 3 indicates that much similarity emerged among the County projects in the basic kinds of solution components obtained in the Knowledge Exploration surveys. This finding is not surprising since it was already reported in the previous section that many County projects identified the same kind of ECD need priorities during Problem Exploration.

TABLE 3

Most Frequently Mentioned ECD Program Categories

Rank	Kind	Number of County Projects
1	Health services for children by means of prenatal, infant and well-baby clinics and infant screening programs.	9
2	Educational services directly to parents, including job training, parent education and nutrition education.	8
3	Comprehensive day care for children, to include preschool health and other kinds of services.	5
4	Community awareness, education and involvement	2

B. Process Findings From Knowledge Exploration

1. County Projects tended to be "problem-minded" in their use of experts, while Special projects were more "solution-minded" in their use of experts.

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"Problem-mindedness" is concerned with clarifying and evaluating alternative approaches to a problem. "Solution-mindedness" refers to the selection, refinement, and implementation of a solution. While both problem and solution orientations are clearly necessary in planning, research indicates that creative problem solving requires an extended period of problem-mindedness first, and solution-mindedness second.* Without an extensive exploration of the ECD problem and a reconceptualization of ways for dealing with the problem, the likelihood of developing an effective program is reduced. Whether County projects have developed more effective ECD programs than have Special projects reamins to be judged a more detailed level of analysis.

2. The process of obtaining nominations of experts from agency directors is an effective way to overcome the problem of identifying experts.

There tends to exist a formal communication network within organizations and an informal network among professionals. To enter the formal network the experiences reported by County planners suggest that making telephone calls to agency directors and asking them to nominate experts with the desired expertise is an effective way to:

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* See, for example, J. S. Parnes, "Effects of Extended Effort in Creative Problem Solving," Journal of Educational Psychology, Vol. 52, 1961.

a. identify experts in the desired functional or problem area,

b. obtain formal permission and sanction from agency directors to request the involvement of experts, and

c. spread awareness and participation on the part of agency administrators in the emerging project.

Further, simple contact with a few professional experts often provided County planners access to many others in the informal network.

3. The sequencing of techniques is important in Knowledge Exploration beginning with individual consultations with one or two experts and followed by a survey of groups of experts.

A variety of strategies were used to conduct the Knowledge Exploration surveys of experts. Seven counties used personal interviews, 6 used telephone conferences, and 5 used group interviews. In terms of obtaining ideas from experts in the areas considered relevant, planners stated that personal interviews or consultations with experts were more effective than group interviews. Once planners obtained a clearer understanding about the problem parameters and developed a conceptual framework, however, they had greater confidence in approaching groups of experts with more specific and directed questions.

4. Special attention should be given to the fact that the input of outside expertise mid-way through the planning process can have an important and positive psychological effect on the planning staff.

Several County planners expressed the sentiment that after the often painful exploration of their communities' ECD problems, they were psychologically and physically fatigued. They felt certain

00042

that theirs was the only place in the world that faced such overwhelming social needs. However, through the involvement and association with recognized ECD experts, the local planners soon discovered that other communities shared the same problems, problems which could be broken down and realistically addressed by local action.

Recognition of this very human dimension of the planning process might well be considered in the formulation of a training and technical assistance model for local and regional planners during State Plan implementation.

5. County Projects rushed Knowledge Exploration and thereby limited the potential for developing creative ECD program plans.

An observation shared among OECD Program Specialists and evaluators was that County project planners conducted Knowledge Explorations that were only minimally acceptable and geared toward satisfying the terms of the planning contract with OECD. Problems frequently encountered by County planners during this phase included:

a. A tendency to emphasize solutions rather than obtain a clear understanding of the nature and causes of the ECD problem priority.

b. A tendency to settle prematurely for a "package" of existing ECD solution program, without carefully investigating new alternatives with experts.

c. A tendency to become overloaded with information from different experts without knowing how to process and integrate additional ideas that did not "fit" into the planners' conceptual framework.

Two reasons were given for these problems.

a. Lack of time to thoroughly complete planning phases before fiscal year-end deadline for distribution of OECD funds to County projects.

On the average, each County project spent only 95 actual work hours in conducting their Knowledge Explorations. This clearly is not enough time to adequately understand the ECD need priorities, obtain solution alternatives from experts, and to analyze data and write reports.

b. Lack of clear understanding on the part of County planners of the objectives and process steps to perform in the Knowledge Exploration Phase.

Related to this problem was the lack of adequate training received by County planners in Knowledge Exploration. Program Specialists indicated that several County planners were unsure of the purposes for their activities in this phase. Although a two-day orientation session was held at the start of this phase, the content focused on several topics rather than just Knowledge Exploration. As a result, it was suggested that future orientation sessions be limited to only one phase and presented immediately before planners enter that phase of planning.

C. Recommendations-----County Projects

Suggestions for improving the Knowledge Exploration process concern the factors of time and training.

1. Adequate time for identifying, mobilizing experts and for processing the information obtained from them must be insured.

The two to three weeks spent during this planning was insufficient. In the future, OECD staff should assist planners in time management in order to insure that ample time is allotted for a thorough knowledge exploration.

2. To prepare planners in conducting a Knowledge Exploration, a specific training package should be developed.

The content areas that need to be included in a Knowledge Exploration training package are:

1. The nature and objectives of Knowledge and Resource Exploration
2. The role of experts in planning and problem solving
3. Prerequisite tasks before obtaining expert involvement
4. Techniques for identifying different types of experts
5. Alternative techniques for obtaining ideas of experts
6. Data analysis techniques for summarizing ideas of experts
7. Writing different reports for different audiences

PHASE III: PROGRAM DESIGN

Program Design refers to that phase in the planning process where specific programs are designed and proposals are written submitted for review and approval.

A. Substantive Results

For Special projects, the Program Design strategy was generally to first select an ECD program that previously had been used elsewhere, adapt it to local situations, then write a proposal and approach OECD with a request for funding. In interviews with Special project planners it was found that after their initial contact with OECD, most of their subsequent planning efforts were spent in negotiating revisions in the ECD program proposal in order to secure funding. The negotiations generally focused upon making program and budget modifications required to satisfy requirements of two or more funding agencies (one of which was OECD).

In this process, the four Special projects involved 20 experts

who helped the planners deal with problems of modifying ECD program designs and in determining the appropriate formats of the funding proposals. For example, Department of Public Welfare (DPW) authorities provided clarification about proposal format and regulations while day care center directors made technical comments about program details. The Corpus Christi project directly engaged a DPW grant writer and reported no proposal writing problems. More than one draft was submitted by all projects before their proposals were finally approved by DPW.

Out of this process, OECD provided matching funds to four Special projects which are projected to provide services to 660 children in 15 service centers during their first year of operation. Specifically,

1. United Fund of El Paso developed a program of comprehensive child care and training for working mothers. 450 children will be served in 9 centers.

2. Corpus Christi ECD Center offered about 40 local children and their parents comprehensive ECD services.

3. The Texas Migrant Council has subcontracted ECD service programs to three agencies.
    a. Colonias del Valle, in two centers will serve about 60 migrant children, providing comprehensive day care and preschool education.
    b. Coastal Bend Migrant Council to provide comprehensive ECD services to about 50 children and their families in two counties.
    c. South Plains Venture Child Development Center to be continued during the summer of 1973 to provide mainly day care and nutritional services for about 60 children.

4. The Galveston Independent School District to serve 50 children in the city of Galveston.

For the County projects, Program Design was the third major phase in the planning process. Having identified from local input the ECD need priorities in Phase I and identified from experts

alternative ways for dealing with these needs in Phase II, during Phase III the County planners evaluated this information, developed specific ECD program designs, and wrote program proposals. These program proposals were developed with the participation of over 102 local agency representatives during a period averaging 3 1/2 weeks per project. As a result of obtaining the participation of many agency representatives in designing the details of the ECD program proposals, on the average each County project obtained commitments from 11 local agencies to cooperate, contribute voluntary services or resources, or to jointly participate in the activation of the ECD programs. After the County program proposals were written, they were submitted to the County Steering Committees for review and approval and then sent to OECD by August 31, 1973, in compliance with their contracts for obtaining funding for fiscal year 1973.

When combining the proposed plans of the nine County projects, it can be projected that more than 9000 children and their families will be directly or indirectly served in the first year in 35 locations with a variety of ECD service programs. They are:

1. Falls County Project
   --Added to the existing services of one child care center will be two satellite centers consisting of programs of comprehensive health and day care services for about 140 non-welfare and welfare children and their families.
2. Fort Bend County Project
   --A census project will be conducted of over 7,000 families to identify physical and psychological problems of children 0-6 in order to develop special ECD health screening services and to assist local school districts in planning kindergarten and elementary education programs.

3. Houston County Project
   --The Project will expand existing health and day care services which may effect 1,200 children and their families throughout the County by providing prenatal health and education services and a training program in ECD development to interested adults.

4. Lamar County Project
   --Four new pre-school enrichment and ECD health screening service centers for about 100 children will be established throughout the county which currently has no ECD programs.

5. Navarro County Project
   --Services will be expanded in an existing prenatal clinic for an additional 50 pregnant women. In addition a pediatric nurse practitioner will conduct well-baby clinics at three locations in the county.

6. Panhandle Regional Project
   --The Project will coordinate the development and delivery of services in 5 child care centers that are designed to serve 355 children of working parents throughout the 26-county region.

7. Polk County Project
   --A Department of Human Resources will be established which will develop ECD services throughout the County. The first project will be to activate two day care centers to serve 55 children in the Livingston and Corrigan areas.

8. San Patricio County Project
   --A network of about 30 family day care homes will be established throughout the County to serve about 90 children of working parents.

9. Starr County Project
   --A health screening, referral, and home-based follow-up program will be activated to serve about 80 children throughout the County.

B. Process Findings-----County Projects

Although it is premature to determine whether the above service projections of the County and Special projects will actually be achieved, the data collected in interviews with all project planners after they submitted their proposals to OECD reveal some interesting process findings.

00048

1. The County projects demonstrate the importance of involving local agency representatives in planning an ECD Program before the final program proposal is written and submitted for funding.

Inter-agency participation in planning the ECD programs did not begin in the Program Design Phase; it began in the Problem Exploration Phase and increased in amount in each subsequent phase of planning. Representatives from local ECD service-providing agencies consituted 35 percent of all participants in the Phase I needs assessments, and about 70 percent of the experts in the Phase II knowledge exploration sessions. By the time the County project planners began to design a specific ECD program proposal, six of the nine County projects reported a moderate to high willingness by local agencies to engage in joint planning.

Over the course of the three phases of planning, the participation of local agencies also became more specific and tangible. During Phase I representatives from local agencies attended a meeting or completed a survey questionnaire and received a feedback report on the ECD need priorities developed in the needs assessments. In Knowledge Exploration expert representatives from local agencies were asked to explain the nature and causes of the identified ECD need priorities and to suggest specific alternative ways to deal with these needs. In addition, those ECD needs which existed within the ECD service domain of specific local agencies were often referred by County planners to those agencies for solutions. The roles of local agencies became even more specific and tangible in the Program Design Phase when actual ECD program plans and commitments were made. On the average, each County project negotiated with 11 local agencies in formulating the design of an ECD program

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and in obtaining specific commitments for services, resources, or cooperation to activate the emerging program before the final proposal was written. In four cases where County planners were unable to develop specific joint arrangements with other agencies while writing the program proposals, the planners reported a lack of confidence about potential success in activating their ECD programs. Specifically, one planner reported a mild but not firm commitment from local agencies to collaborate in program activation while three planners felt uncertain about operational details for activating their ECD plans.

It is not possible to determine the extent to which preliminary commitments from local agencies facilitate program activation until the next phase of the evaluation study is completed. The County projects have demonstrated, however, that joint planning for ECD programs with other local agencies can be developed by structuring different and increasing roles of participation for local agency representatives in the planning process.

2. Personalized techniques were used to develop joint plans for ECD programs with other agencies.

In eight of the nine counties that engaged in joint planning with other agencies, the predominant mode of coordination was personal visits between County planners and local agency representatives. Personal visits were also supported with frequent telephone conversations and group meetings to engage other agencies in preliminary discussions about joint plans.

3. Distribution of summarized reports on program plans was perceived by planners to generate public interest and support for the proposed ECD programs.

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A total of 149 reports summarizing the proposed ECD program plans were sent to interested individuals and local ECD agencies. Reactions to the reports were perceived by planners to be positive in four counties and neutral or indeterminate in four others. Additionally, four planners reported there was an increase in public awareness in their counties, in terms of: (a) favorable newspaper publicity, (b) increased political involvement of community influentials, and (c) increased involvement of ECD professionals.

C. Recommendations-----County Projects

1. Special attention should be given to provide planners technical assistance in time management and proposal writing during the Program Design Phase.

When asked to indicate what kinds of technical assistance would be helpful during this planning phase, the need for assistance in time management was mentioned by four County planners. Three planners indicated a need to use staff more efficiently, while another expressed a desire to manage time more efficiently during this phase. A need for writing assistance was cited in three counties, in terms of improved writing skills and a need to clarify the level of detail required in the program proposals.

2. The distribution of complete and summarized program proposals to key individuals and key agencies should continue to be actively encouraged.

Prior research and experience clearly indicates the potential for creating community and special interest group resistance to new programs if knowledge about the new services is not widely disseminated. A valuable technique for identifying and communicating with influential individuals and agency-heads, is to use the names and addresses of persons who have already been contacted in earlier planning phases. Additionally, those earlier contacts can be a useful source for names of still other persons whose support may be important to the program.

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Training and Technical Assistance

As indicated in Table 2, OECD has provided three types of training and technical assistance to the County projects since February, 1973:

1. General planning and programmatic assistance through OECD Program Specialists;

2. Highly technical programmatic training and assistance through Project Advisor consultants;

3. Theoretical and practical training and assistance in the areas of program planning, evaluation and inter-organizational coordination through periodic workshops held in Austin.

The primary purpose for providing these services was to equip local planners with adequate and timely assistance for accomplishing their roles in the OECD Demonstration Program. A second reason was to develop, test, and evaluate a training and technical assistance model that could be used by OECD in implementing the State Plan on Early Childhood Development. And, a third purpose was to utilize the training and technical assistance structure as a mechanism by which OECD could monitor and evaluate the Demonstration Program effort.

I. Program Specialists

Program Specialists are staff members of the OECD Special Programs division. Each of the three Program Specialists was assigned county projects for which they were to be responsible. A fourth staff person, the Migrant Coordinator, was assigned partial responsibility for the Special Projects serving migrant families. The assignments were made on the basis of either personal familiarity with a project or with the general geographic area. The resulting roster was as follows:

Ray Sharp	Houston, Lamar, Starr, Navarro
Joyce Wilson	Fort Bend, Falls, San Patricio, Polk
Rojelio Perez	Colonias del Valle, Coastal Bend Migrant Council, South Plains Venture, Inc.
Addie Crayton	El Paso, Panhandle

A. Substantive Results-----County Projects

The three Program Specialists averaged eight two-day visits to each of their projects during the eight-month planning process. When not on-site, approximately 35 percent of their time in Austin was spent on matters directly related to assisting their projects. The methods used most often in providing technical assistance were: site conferences, telephone conferences, written reports and memoranda. The predominant types of assistance tasks performed included: recommendation of planning techniques, collection of statistical data, referrals to additional resource sources, identification of local and statewide planning expertise, coordination of public relations efforts at the state level with OECD and other ECD-related state agencies, and evaluation and feedback of the planning process.

In addition to these duties, Specialists' supervised and coordinated assistance being provided by Project Advisors. Also, they participated in the design and presentation of training workshops held in Austin.

B. Substantive Results-----Special Projects

As only one Special Project followed the prescribed planning process, the technical assistance provided to the others was considerably different than that given to the County Projects.

It consisted primarily of site visits to assist in program implementation and for monitoring contract compliance.

C. Process Findings-----County Projects

The OECD experience in providing assistance through Program Specialists to the demonstration projects has suggested possible guidelines for developing a training and technical assistance model to be used in implementing the State Plan.

1. General assistance and consultation can best be provided by an individual who is at the same time closely familiar with the local project and has access to the resources and expertise at the State level.

It is clear that one of the primary roles Program Specialists played was that of "project-confidant". This delicate position of trust and affection was developed only through close and continuous association with the principal actors in the community. This relationship, when coupled with the position of Program Specialists at the state level (within OECD and through their contacts in other state agencies), enabled them to work most effectively for the local projects.

The effectiveness of the function performed by the Program Specialist is evident from the ratings given them by the projects they served. Overall, and throughout every phase of the planning process, Program Specialists received high to very high performance ratings from the projects.

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2. The delivery of technical assistance must be flexible enough to adapt to the variations among local planning situations.

A major reason for success of Program Specialists was their ability to sense the needs and capabilities of their projects. This sensitivity enabled them to assume the appropriate posture in providing technical assistance. In situations where the planners were experiencing little trouble, the Specialist served mainly as a source of moral support and encouragement. Where planners were faltering and inactive, Program Specialists sought ways to stimulate and spur the planning effort forward. In still other situations where highly specialized expertise was needed, Specialists recognizing their own limitations in certain areas, acted as referral agents in identifying and mobilizing the appropriate outside expertise.

The ability to develop this adaptivity stems in large part from three factors: first, the general concept of the Program Specialist as an advisor-advocate to the local planners; second, Specialists' understanding of the true needs of the planners; and third, the high degree of self-confidence within Program Specialists which enabled them to recognize the limitations of their own expertise.

D. Process Findings-----Special Projects

Although the need for technical assistance was substantially different among the Special Projects, nonetheless, a significant finding was made that could impact future OECD policy relative to training and technical assistance.

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1. Providing the degree of intensive technical assistance as was done to the County projects can only be achieved through the administration of an established policy and the commitment of an appropriate level of resources.

The documentation clearly points up the fact that the nature of technical assistance provided to the Special Projects was quantitatively and qualitatively less than that given to the County Projects. This was due almost wholly to a lack of a consistent administrative policy and the paucity of OECD manpower available to serve these projects. There is little doubt that the lesser level of assistance provided to the Special projects contributed significantly to some of the shortcomings in the relationships of those projects with OECD. It remains to be seen in future analysis whether or not the low level of technical assistance will have impacted the quality of program services in these projects.

E. Recommendations-----County Projects

Most of the problems encountered in creating a staff structure to support the projects and provide them with technical assistance were probably to be expected during the first, "learning" year. Nonetheless, one recommendation appears to warrant future consideration:

1. Program Specialists should have increased accessibility to the kinds of technical training and expertise necessary to enable them to fulfill their own assistance functions.

The suggestion here is that a more concentrated effort be made in determining first, in what areas of expertise are Program Specialists deficient, and secondly, the best methods for overcoming those deficiencies.

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Attendance at workshops is clearly one method but costly in terms of time spent away from the office. One alternative would be to bring the experts and the expertise to OECD. A second alternative might be to make better use of the in-house expertise presently available within the OECD staff. A third alternative might be to better utilize expertise within other state agencies through the use of formal conferences, workshops and position papers, or informally through group discussions. This latter approach has the added advantage of further coordinating State ECD-agencies at specific functional levels. It is suggested that all of these alternatives be considered when designing an on-going training program for regional and local coordinators.

F. Recommendations-----Special Projects

As would be expected from the conclusions in the section above, OECD will have to make as firm and broad a commitment of time and personnel as it did to the County Projects if a comparable level of technical assistance is to be provided to the Special Projects.

II. Project Advisors

A Project Advisor was assigned to each of the County Projects and to two of the Special Projects for the purpose of providing local planners with the degree of specialized technical expertise that Program Specialists alone could not furnish. Consultants for this role were hired primarily from the ranks of university ECD specialists and were contracted to provide one-day of consultation a month. Project assignments were made on the basis of geographical proximity with the various projects. They were as follows:

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Dr. Fowler	Panhandle
Dr. Hafford	Falls
Dr. Gotts	Fort Bend
Dr. Hammer	Houston
Dr. Richards	San Patricio
Dr. Schmidt	Lamar
Dr. Cardenas	El Paso
Dr. Frost	Corpus Christi
Ms. Truitt	Navarro
Ms. Ornes	Starr
Dr. French	Polk

Project Advisors were not made available to Colonias del Valle and Coastal Bend Migrant Council for the reason that the Texas Migrant Council was expected to provide any needed assistance.

A. Substantive Results-----County Projects

By and large the experience with using Project Advisors was satisfactory to all concerned. After an initial slow period taken up with getting acquainted with the local planners, Project Advisors began active involvement in the planning process:

1. Problem Exploration Phase

   Assistance activities during this phase included mapping out strategies for data collection, conducting nominal group meetings, and working on surveys and other types of data collection instruments.

2. Knowledge Exploration Phase

   During this phase, the tempo of Project Advisor involvement increased. This was due in large part to the fact that Project Advisors served as valuable sources of information and referrals to additional ECD experts.

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3. Program Design Phase

Despite problems concerning vacations and conflicting work schedules, most Project Advisors were significantly involved in developing strategies, drafting, editing and reviewing program plan proposals.

The total amount of time spent in consultation varied among Project Advisors: 4 Advisors served less than half of their allotted 9 consultation days; 3 served 6 days; and 2 served more than the 9 days. A major reason for these differences was due to the variations among projects as to their needs for consultation services.

Project Advisors regarded Program Specialists as their principal contacts and supervisors in their connection with the OECD program. And, their relationships, both personal and professional, were excellent. Additionally, Project Advisors reacted very positively to the OECD workshops that they attended.

B. Substantive Results-----Special Projects

The Texas Migrant Council was not able to provide the same degree of assistance to Colonias del Valle and the Coastal Bend Migrant Council. The consultation that was provided was predominantly programmatic in nature and therefore most useful during the program design phase.

C. Process Findings-----County Projects

Presented here are several findings from the experience of using Project Advisors as program consultants:

1. Notwithstanding the usefulness of individual Project Advisors, it appears evident that

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expertise in community mobilization and participatory planning would have been of more immediate value to local planners than knowledge of ECD theory and program operations.

This conclusion is drawn from two primary sources: remarks made by several local planners and, the fact that Project Advisors rated their own usefulness lowest in the Problem Exploration phase and highest in the Program Design phase.

2. Assistance from Project Advisors must be flexible enough to adapt to the varied community needs.

As was the case with Program Specialists, local planners relied on their Project Advisors for many and varied tasks. The most effective consultants were those who could perceive the needs and respond appropriately. Responses ranged from highly technical advice and assistance to simple reinforcement and encouragement.

3. The mere association of a credentialed, professional person with the projects often lent a very essential element of legitimacy to the effort as it was perceived within the community.

Paradoxically, this aura of "expertness" was in some instances both a benefit and a liability. Persons peripherally involved with planning were impressed with the status of Project Advisors. However, individual planners were quite often overwhelmed and therefore uncomfortable in their initial relationships with their Advisors. In order to minimize similar feelings of discomfort in future projects, it is recommended that an appropriate period of time be allowed for planners and their Project Advisors to develop sufficient informal associations. A one or two-day orientation visit with planners would probably suffice.

4. If a core problem existed, it lay in the poor definition by OECD of the Project Advisors' roles and responsibilities vis-a-vis the projects.

Project Advisors received only one day of orientation to OECD and the Demonstration Program before they met with their

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assigned projects. Thus, they were not adequately familiar with OECD's policies and procedures and therefore experienced difficulty in trying to anticipate OECD's expectations of the Project Advisor function. Their own perception of their roles was seen as strictly advisory and therefore they preferred to wait until requests for assistance were initiated by the Projects. The resulting effect was to lose valuable time while all parties became "used" to one another.

D. Recommendations-----County Projects

From the above findings, the following recommendations are made regarding the selection and orientation of Project Advisors to planning projects:

1. Emphasis should be placed on selecting consultants with practical experience in program planning that involves community-wide participation.

This is particularly important in the context of the State Plan provision for similar planning efforts.

2. OECD should spend more time and effort in orienting consultant-advisors to its objectives and procedures. And as a corollary, greater attention should be given to defining the roles and responsibilities of Project Advisors.

Only in this way can OECD be confident that the consultation provided will be most effectively consonant with its own goals. Orientation becomes even more important if OECD were to allow future projects to select their own advisors. This has been suggested from several sources and the strategy may be administratively attractive when replicating the advisor function statewide.

A possible method for determining what should be the most appropriate relationship among and between planners and Advisors is the Role Analysis Technique developed by Andre Delbecq and

Andrew Van de Ven. This technique suggests a structured way in which a working staff can arrive at a clear, explicit understanding of the inter-dependent role expectations of one another.

III. OECD Workshops

OECD conducted a total of four one-and-a-half day workshops during the eight-month planning period. These conferences were structured around critical juncture points in the planning process. Most often the conference format consisted of a formal, topical presentation by an OECD team followed by an open discussion involving all of the attendants. The workshop objective was to provide the project staffs with both the theoretical framework and the practical, "how to" skills for needs assessment and program planning.

A. Substantive Results

The conferences were well attended with most projects sending two representatives. General reactions were highly favorable. The primary complaint was that too much information was presented without adequate time to absorb it. In an effort to better individualize the material, the small-group discussion method was adopted.

B. Process Findings

1. The workshop setting provided an excellent milieu for providing training and technical assistance as well as for fostering the feeling that the Demonstration Program was in fact a collabortive process between local communities and state government.

Despite relatively minor flaws in technique, the workshops provided the opportunity for all involved to share information and experiences and by doing so develop a group approach to the problem-solving process.

2. Two difficulties encountered were: scheduling workshops that would be timely to everyone and insuring continuity in attendance.

Due to the fact that projects varied in terms of the pace by which they completed the planning phases, it was difficult to structure workshops that would address the unique needs of each project. It was necessary, therefore, to focus the workshop material on the needs of the majority and to make individualized allowances for the few.

The problem of irregular attendance by the same project representatives occurred only in a few instances. Rectification of this problem could have possibly been aided by stronger encouragement from OECD and by better advanced scheduling of workshop dates.

C. Recommendations

Overall, the use of workshops as a technique for providing technical assistance was highly successful. Recommendations for better use of workshops are as follows:

1. Place somewhat less emphasis on planning theory and greater emphasis on practical techniques in future workshops.

There appears no doubt that a unique and positive feature of the OECD workshops was providing local planners with a conceptual framework of planning in preparation for their tasks.

However, increased emphasis should be placed on providing planners with concrete, practical techniques for conducting their planning studies. Particular attention to practical detail should be made during the initial phase: prerequisites for planning.

2. A greater attempt should be made to involve OECD staff, particularly Program Specialists, in the planning and administration of workshops.

Greater input by OECD staff should be beneficial in terms of reducing the administrative costs of presenting workshops as well as increasing the staff's capacity to utilize the workshop technique in the future.

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Contract Review Process

The planning services required by OECD were purchased from the demonstration projects through a contract. The contracts entered into with the Special projects made funding contingent upon implementation of program services. However, contracts were negotiated with the County projects for funding contingent upon the successful completion of various planning phases. The contracts required that the County projects submit five reports which documented the planning steps followed and the products obtained at the completion of key planning phases:

1. Steering Committee Membership Report
2. Planning Proposal
3. Problem Exploration Report
4. Knowledge Exploration Report
5. Program Plan Proposal

To review and judge the adequacy of contract compliance in order that funds could be disbursed, OECD established a contract review process for each set of documents. Herein below is a brief description of the contract review process, the impact it had on the planning process and a set of recommendations. Not included in this discussion is the review process used to monitor contract compliance of the Special projects.

Steering Committee Membership Report

The Steering Committee Report was intended to document the establishment of a Steering Committee to be responsible for the local planning effort. As stated in OECD guidelines, the Committee was to have the following representation:

1. Representatives of public and private agencies which provide services for young children and their families;

2. Parents whose children may participate in the program (at least 1/3 representation);

3. Representation of groups interested in child development;

4. Elected local program area officials.

A. Substantive Results

Reports were received at OECD during April and were reviewed by the Program Specialists, the Special Programs Director and the Executive Director. The primary criterion used in determining adequacy was whether or not the required membership representation was evident. Upon approval, vouchers were prepared and processed according to the payment schedule within each contract.

B. Process Findings

1. The length of time required from receipt of the report to voucher payment averaged approximately three to four weeks.

Some delay in time occurred due to the fact that OECD staff were unfamilar with the correct procedures and format required to submit payment vouchers.

2. Given the fact that there existed a clear and measurable criterion for determining adequacy, no difficulties were encountered in evaluating the reports.

C. Recommendations

Recommendations concerning the entire contract review process are presented at the conclusion of this section.

Planning Proposal

The Planning Proposal was intended to document the following information:

1. Designation of the organization and structure for undertaking the planning effort.

2. A budget itemizing anticipated expenditures during the planning phases.

3. A description of the process, techniques and methodology to be used in conducting the planning effort.

4. Steering Committee approval of the planning document.

A second payment was made contingent upon the receipt and approval of the Proposal.

A. Substantive Results

A standard form was developed to be used by Program Specialists when reviewing each proposal. Eight criteria were selected to evaluate the adequacy of the proposals. They were comprised of a simple listing of whether or not key elements were contained within the proposal document. Qualitative judgements about the reasonableness and feasibility of the proposed planning activities were left up to the Program Specialist who was responsible for that particular project.

Five of the nine proposals received were judged to be inadequate and required modification and resubmission. From among the five, a common deficiency was the omission of the Steering Committee's approval.

B. Process Findings

1. The length of time required to review and make payments on the proposals averaged approximately 60 days.

Two factors appear to be principally responsible for this time span: first, projects averaged about thirty days turn-around time when required to resubmit proposals. Secondly, continued

administrative difficulties were experienced in trying to prepare and process payment vouchers.

2. The length of time that elapsed before the initial payment was received by the projects, in some cases, resulted in a significant slow down in the overall planning effort.

In two situations where the local contractor was either unable or unwilling to incur temporary expenses in the course of planning, little or no activity was begun until OECD funds were received. The effect of this delay was to place two of the projects far behind schedule from the others and thereby forcing them to proceed hurriedly through the remaining planning phases.

For other projects, the delay in funding often resulted in some anxiety over the fact that they were compelled to incur debts for a period of several weeks.

3. In large part, due to the sketchiness of administrative guidelines available from OECD as to what was expected from the written documentation, local planners and OECD Program Specialists began to experience some dissatisfaction with the contract review process.

Local planners expressed the feeling that they considered the required documentation more as a mechanism for releasing funds than as a product of their planning activities. This perspective was often reflected in the haphazard manner in which several proposals were written.

Program Specialists, on the other hand, were beginning to feel uncomfortable in their roles as contracts managers. They expressed the feeling of some conflict between their roles as assistance-providers and that of evaluators. This sense of role-

conflict was increased by the fact that, although lacking in prior planning experience, they were principally responsible for making qualitative judgements about the adequacy of the documentation. Moreover, they felt that it was inappropriate of OECD to attempt and assess a process through a review of certain documentation when the guidelines for preparing that documentation were as vague as these were.

Problem Exploration and Knowledge Exploration Reports

The Problem Exploration Reports were required to include the following:

1. a description of the research methodology used during Problem Exploration;
2. a "shopping list" of local problem areas;
3. a narrative and a statistical report of the problem areas; and
4. an approval of the report by the Steering Committee.

The Knowledge Exploration Reports were intended to document the results of involving experts in the following areas:

1. expanded input in researching problem areas identified in Problem Exploration;
2. initial attempts to explore possible programmatic solutions and the development of feasibility studies.

Upon receipt and approval of the reports, the third and fourth payments were made.

A. Substantive Results

Problem Exploration and Knowledge Exploration Reports were received at OECD throughout the months of June, July and August; ranging from thirty days to one hundred days after the planning process had begun. A set of thirteen criteria were developed to

assess the adequacy of these reports. Measurement of these criteria was conducted in two ways: a simple yes/no response and a numerical scale. Only a few of the reports were returned to the projects for corrections and modifications.

B. Process Findings

1. The length of time required to review reports and process payments decreased to an average of around fifty days for Problem Exploration Reports and thirty days for Knowledge Exploration Reports.

This difference in lapse time appears to be due to a decrease in the number of reports requiring more than one draft and an increase in the efficiency of the staff to process vouchers. This had the effect of building the confidence of planners and OECD staff in the efficiency of the entire review process.

2. However, with an increase in the amount of substantive planning information being reported by the projects, a proportional increase in their role-conflict was experienced by the Program Specialists.

The perceived conflict continued to focus on the issue of role priorities. The Program Specialists were unsure whether their primary responsibility was to insure that the projects received their allocations, and therefore to expedite the review process, or whether their role was to monitor and evaluate planning performance. The perceived dichotomy in roles was often reflected in their apparent frustration with using the review instruments and participating in the review process.

Program Plan Proposal

The Program Plan Proposal was intended to be the last in the series of documents; it would be the culmination of the entire

planning effort. The proposal would set out the actual program design and would include at a minimum:

1. program goals and objectives
2. listing of the organizational structure
3. a component by component description of the program
4. a detailed 12-month budget
5. an evaluation design
6. the approval of the Steering Committee

A detailed outline of how proposals should be written was developed by the staff and distributed to every planning group. Staff review of the proposals was conducted orally by a staff committee comprised of the Special Programs Director, each of the three Program Specialists and the Evaluator. The primary criteria used in evaluating each individual proposal were:

1. that the proposal contain the required programmatic and budgetary information.
2. that the information contained was clear and understandable.
3. that no local program goals be clearly in conflict with OECD's goals.
4. that the budget information appeared reasonable and justifiable.

Upon receipt and preliminary approval of the proposals, the fifth and last payment was made.

A. Substantive Results

All of the nine Program Plan Proposals were received by OECD during the month of August. The decision was made to render a tenative approval of the proposals to assure that the last funding

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increment was paid. A more detailed review and anlysis was to be conducted by the staff before a final approval of the program design was given. Five months lapsed before all of the proposals received final approval.

B. Process Findings

1. Internal staff committee review was felt to be an insufficient technique for review purposes and therefore individual review conferences were held with each project.

Planners from three projects were unavailable for conference. Those conferences that were conducted proved to be highly satisfactory to both the OECD staff in their review function as well to the planners. The staff felt they were able to better communicate their problems and concerns with individual proposals to the local planners and planners felt this technique provided them the opportunity to receive validation of their proposal's strengths as well as constructive criticism of its weaknesses.

2. It was quite difficult to get changes and modifications made on the Program Plan Proposals after the funding and the planning schedules were officially completed.

Some of the planners were disappointingly slow and haphazard about submitting the required additional documentation and addenda. This poor rate of response appears to be attributable to four factors:

a. Many projects were recruiting program directors to activate the plans and preferred to wait and let the new directors decide many of the changes.

b. Projects had less incentive to be responsive as they already received their allocations and were expected to start activating their plans.

c. Many planners had not fully understood exactly what and how changes were to be made.

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d. Several planning staffs were simply physically and psychologically numbed by the pressures experienced during the last few weeks of proposal writing.

3. The OECD administrative process for making the final approval decisions about program proposals and budget was inadequate for the task.

Partial explanation for this inadequacy may be:

a. There were insufficient clear and consistent fiscal guidelines available to the projects for writing and re-writing program budgets. Equally unclear were criteria for OECD staff for evaluating budgets. All nine of the budgets were written twice and three of them were re-written three times or more.

b. Program Specialists were reassigned to different projects and one Program Specialist position was vacated for three months. This resulted in placing staff members in situations where they were unfamiliar with the status of their new projects.

c. Administrative log jams occurred at many critical junctures along the review and approval-making process.

d. Special Programs staff became quickly caught up in the day-to-day activities related to activating the program plans and were increasingly less able to spend the requisite time for completing the review process.

C. Recommendations

1. If a comparable degree of written documentation is to be required of future planning efforts, it is recommended that clearer more detailed guidelines for reporting the information be provided to local projects by OECD. Such guidelines should take recognition of the fact that for many local planners the composition of lengthy, factual reports can be a difficult and time-consuming task.

2. During the design of evaluation instruments for review purposes, the users of those instruments must be fully involved. This is recommended to insure that the reviewers have a common understanding of how the instruments are to be used.

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3. Internal administrative policies and procedures should be evaluated and improved to establish a more expeditious system for reviewing, routing and approving planning reports. The guidelines should include:

   a) the responsibilities of all staff involved in the approval-making process;

   b) the proper sequencing of review and approval steps;

   c) an average "turnaround" time for processing reports and

   d) an appropriate mechanism for follow-up in order to insure the receipt of revisions and addenda from program sites.

4. The administrative policies and procedures for processing voucher payments should be evaluated and improved to insure the prompt and efficient disbursement of funds after completion of each planning phase.

5. For preparing local program budgets, OECD should provide local projects with sufficient, written guidelines as to how state money can be spent. In addition, appropriate technical assistance should be available to projects to assist them in the budget formulation process.

6. In reviewing program plan proposals the staff group review technique was very effective. It provided the type of mutual support that was sought and as a technique enabled the reviewers to conduct a detailed analysis of the proposals. With the advantage of a year's experience, Special Programs Staff should demonstrate improved analytical skills in the future. It is important that the written documentation of the proposal reviews are made and circulated among the reviewers. It is imperative that the Fiscal Officer be involved in this initial review phase in order that budgetary problems be identified and corrected as early as possible.

7. The face-to-face conferences between Special Programs Staff and project staffs to further critique and discuss program proposals proved extremely satisfactory to all involved. However, it is highly recommended that subsequent review conferences be summarized in written reports and circulated to all the participants.

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This will provide 1) historical documentation, and 2) a written record of OECD's requests for revisions. In this manner, both parties will have a clear understanding of what is necessary before approval can be made.

To insure that budgetary matters are clear to everyone, it is important that the Fiscal Officer be present during the conferences. In addition, the Fiscal Officer should be responsible for putting in writing whatever budget revisions are required by OECD. This record should be included in the overall conference report mentioned above.

ATTACHMENT A

Memorandum Describing Application of County Need Indicators to County Selection Process

TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

SAM HOUSTON BUILDING P. O. BOX 13166, CAPITOL STATION AUSTIN, TEXAS 78711

December 5, 1972

MEMORANDUM

TO: B. R. Fuller, Acting Executive Director
Texas Department of Community Affairs

FROM: Jeannette Watson, Director
Office of Early Childhood Development

SUBJECT: County Selection Process

I. Initial Selection Process

In order to offer early childhood demonstration program assistance throughout the State of Texas on a basis that is fair and predicated on need, the Office of Early Childhood Development has devised a county selection process. This selection process is designed to objectively operate on the indications of need that are currently available. Counties are used rather than any other political subdivisions because more data is obtainable at this level. Activities included detailed data collection on each Texas county, individual and separate rankings of each county by each of fourteen need indicators, and ranking compilations. In all, there were nearly 20,000 separate computations, and utilized resources approximated at 160 man-hours.

The rationale used in the county selection process was that county need, relative to that of all other counties, was the proper criterion on which selection should be made in considering program assistance. The fourteen indicators used relate to need on the basis of child and family characteristics and conditions, population patterns, and currently available services and resources. A complete listing and explanation of the fourteen need indicators used can be found on Pages 3-4.

The list of the 25 counties, 10% of all the counties in Texas, that emerged as having the greatest need of early childhood development services is found on Page 5.

II. Final Selection Process

On the assumption that OECD funds should most effectively be spent to serve the greatest number of children and to serve them in programs large enough to offer multi-service components, OECD decided to narrow the original list of 25 to 15. This final list of 15 includes the 4 counties that will receive

grants for special projects and the 11 counties to receive demonstration funds. A list of the 15 counties is found on Page 6.

To aid us in the final selection process, we modified the initial selection model to include three of the original indicators and two additional non-quantifiable indicators: geographic representation and the exclusion of counties served by the Texas Migrant Council. A listing and explanation of the 5 indicators used can be found on Pages 7-8. Included also is a table illustrating the data used and the final results.

III. Determination of Individual Grants (Contracts)

Both for internal budgetary purposes and in order to have approximate figures when discussing proposals with county officials, we have assigned tentative dollar figures to each county.

In order to determine these sums, we used the following method:

1) Determined a base figure for each county: $30,000

2) Determined a dollar figure per AFDC child from the balance: $21.00/child.

3) Multiplied the per child figure by the number of AFDC children in each county to determine incremental distribution.

4) Totalled the base figure and the incremental figure.

A table showing the results of this process to include the grants being made to the special projects is found on Page 9.

NEED INDICATORS*

1. Population Under Five Years of Age (1970).
   (Source: U.S. Census, as compiled by the Office of Information Services, Office of the Governor, in Summary: Data Presentation Capabilities for Health--Census Data--The Texas Economy, OIS GR-2, April, 1972, pp. 94-95.)

2. Population Under Five Years of Age as a Percentage of Total Population (1970).
   (Source: U.S. Census, as compiled by the Office of Information Services, Office of the Governor, in Summary: Data Presentation Capabilities for Health--Census Data--The Texas Economy, OIS GR-2, April, 1972, pp. 92-93.)

3. Infant Death Factor (1971)-- 1971 infant death total, by county, multiplied by 1971 infant death rate, by county.
   (Source: Texas Selected Vital Statistics, 1971, Texas State Department of Health, pp. 1-23.)

4. Neonatal Death Factor (1971)-- 1971 neonatal death total, by county, multiplied by 1971 neonatal death rate, by county.
   (Source: Texas Selected Vital Statistics, 1971, Texas State Department of Health, pp. 1-23.)

5. Percent Rural Population (1970)-- persons living outside of places with 2,500 or more in population, by county.
   (Source: U.S. Census, as compiled by the Texas Office of Economic Opportunity in Poverty in Texas, 1972, pp. A-1 - A-13.)

6. Percent of Population in Crowded and Overcrowded Housing (1970)-- the percentage of the total county population that is living in housing units with 1.01 to 1.5 persons per room (crowded) and 1.51 or more persons per room (overcrowded).
   (Source: U.S. Census, as compiled by the Texas Office of Economic Opportunity in Poverty in Texas, 1972, pp. A-14 - A-27.)

7. Rate of AFDC Children Per Thousand (1971)-- the number of child recipients of AFDC divided by the total population and multiplied by 1,000.
   (Source: U.S. Census and Aid to Families with Dependent Children recipients from "Monthly Statistical Tabulation of Public Assistance Payments" for July, 1971, Texas State Department of Public Welfare; tabulated by Texas Office of Economic Opportunity in Poverty in Texas, 1972, pp. A-29 - A-43.)

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* Each county was separately ranked for each factor, relative to all other counties, from high to low.

8. Percent AFDC Children of Population Aged Seventeen and Under (1971)-- the number of AFDC child recipients divided by the population aged zero through seventeen and multiplied by 100.
(Source: U.S. Census and Aid to Families with Dependent Children recipients from "Monthly Stistical Tabulation of Public Assistance Payments" for July, 1971, Texas State Department of Public Welfare; tabulated by Texas Office of Economic Opportunity in Poverty in Texas, 1972, pp. A-29 - A-43.)

9. Fertility Index-- the number of children under the age of five per 1,000 women between the ages of fourteen and forty-nine (1970).
(Source: Lyndon B. Johnson School of Public Affairs Child Development Policy Seminar compilation of Texas State Health Department statistics, untitled report, January 18, 1972.)

10. Households with Female Heads and Children Under the Age of Six (1970).
(Source: Lyndon B. Johnson School of Public Affairs Child Development Policy Seminar compilation of Census data, untitled report, January 18, 1972.)

11. Illegitimacy Index-- the number of averaged illegitimate births per 1,000 averaged live births from 1967 through 1970.
(Source: Lyndon B. Johnson School of Public Affairs Child Development Policy Seminar compilation of Texas State Health Department statistics, untitled report, January 18, 1972.)

12. Median Per Capita Income (1970).
(Source: U.S. Census, as compiled by the Office of Information Services, Office of the Governor, in Summary: Selected Demographic Characteristics from Census Data-- Fourth County, OIS GR-3, August, 1972, pp. 29-282.)

13. Families Below Poverty Level with Children Under the Age of Six (1970).
(Source: U.S. Census, as compiled by the Office of Information Services, Office of the Governor, in Summary: Selected Demographic Characteristics from Census Data-- Fourth County, OIS GR-3, August, 1972, pp. 29-282.)

14. Service Need Factor (1970)-- the number of children receiving any service, divided by the 1970 total number of children aged zero to six.
(Source: U.S. Census and 1971 Agencies' Survey of Programs for Children, Special Report, Office of Early Childhood Development, Texas Department of Community Affairs, 1971, pp. 96-109.)

The following list of counties emerged from the original mathematical model.

1. CAMERON
2. LAMAR
3. HIDALGO
4. LIBERTY
5. HOUSTON
6. FALLS
7. WEBB
8. NEWTON
9. FORT BEND
10. WILLACY
11. SAN PATRICIO
12. HARRISON
13. GRIMES
14. FRIO
15. STARR
16. WHARTON
17. POLK
18. DIMMIT
19. GONZALES
20. ZAVALA
21. NAVARRO
22. MAVERICK
23. EL PASO
24. ROBERTSON
25. UVALDE

The following is a list of the 15 selected county areas, to include the 4 county areas with special projects and the 11 counties to receive demonstration funds.

1. LAMAR
2. LIBERTY
3. HOUSTON
4. FALLS
5. FORT BEND
6. STARR
7. SAN PATRICIO
8. HARRISON
9. WHARTON
10. POLK
11. NAVARRO

Special Projects----------

12. EL PASO
13. PANHANDLE REGION (25 Counties)
14. NUECES (Corpus Christi ECD Project)
15. GALVESTON (ECD Project)

EXPLANATION OF SELECTION PROCESS

Among the original 25 counties and on the basis of several quantifiable and non-quantifiable criteria, we have selected 11 counties to be eligible to receive OECD demonstration funds.

The following is a list of the six criteria utilized in selecting the final 11 counties to include a brief explanation as to why these criteria were employed:

I. Percentage of Children Under Six Receiving AFDC Assistance

The rationale for using this criterion is two-fold: First, we are assuming that AFDC children, by definition, have the most critical need potential. Secondly, as a result of recent HEW legislation, only those programs serving AFDC recipients will be eligible for federal matching monies. Therefore, by selecting areas containing large populations of AFDC recipients, OECD can insure the greatest potential for maximizing its limited resources.

II. The Number of Under Six Population

The use of this criterion deliberately weighs the selection process in favor of the more populated counties. This is being done on the threefold assumption that:

1) more children will receive services,

2) more child development-related services already exist,

3) the greater the likelihood that a larger, more comprehensive, multi-purpose program can be successfully developed.

Thereby, OECD can hope to most effectively demonstrate its particular organizational interest in developing programs other than strictly day care.

III. The Service Need Factor

We have determined a percentage of the individual county's population of preschool children that is not presently being served with any type of service. We do this to identify those areas where services are lacking and where OECD funds can most effectively fill the service need gap.

In some instances, this requires trading off a high service need factor against Criterion #3, which suggests the chances of successfully coordinating existing related services.

IV. Equal Geographic Representation

This criterion was used so that 1) we could make certain that our funds did not reflect a regional biases and 2) to insure that OECD utilizes the opportunity afforded by this state's diverse sectional characteristics to develop different types of early childhood development program models.

V. Counties Not Served by the Texas Migrant Council

We have chosen to exclude counties to be served by the Texas Migrant Council on the basis that additional OECD funds are being used to provide child development programs in these areas of heavy migrant concentrations.

COUNTY	# AFDC CH. UNDER SIX	$/CHILD	INCREMENTAL DISTRIBUTION	BASE SUM	TOTAL GR SUM
Lamar	737	$21.00	$15,477	$30,000	$ 45,000
Liberty	478		10,038	30,000	40,000
Houston	282		5,922	30,000	36,000
Falls	279		5,859	30,000	35,000
Fort Bend	437		9,177	30,000	40,000
Starr	291		6,741	30,000	37,000
Wharton	340		7,140	30,000	37,000
Polk	165		3,465	30,000	33,000
Navarro	402		8,442	30,000	38,000
San Patricio	662		13,902	30,000	44,000
Harrison	819		17,199	30,000	47,000
Total	4,822	$21.00	$103,362	$330,000	$432,000

Special Projects

El Paso YWCA	$ 93,000	
Texas Migrant Council	100,000	
Corpus Christi ECB	80,000	
Panhandle CA Corp.	75,000	
Galveston EC Project	20,000	
Total	$368,000	$368,000
		$800,000
Planning Grants	$100,000	
Reserve Grants	$ 75,000	
	$175,000	$175,000
	Grand Total	$975,000

COUNTY	# UNDER 6 POP.	RANK	RATE OF AFDC KIDS/K	RANK	SERV.NEED FACTOR	RANK	FINAL SCORE	FINAL RANK	GEOGRAPHIC LOCATION
EL PASO	44,521	1	20.9	24	56	23	48	23	West
CAMERON	18,456	2	58.9	3	63	21	26	1	South
HIDALGO	24,470	3	58.9	4	56	24	31	3	South
WEBB	10,219	4	45.5	12	73	17	33	7	South
FORT BEND	6,593	5	21.0	25	88	6	36	9	Coastal
SAN PATRICIO	6,035	6	34.3	18	80	13	37	11	Coastal
HARRISON	4,517	7	45.2	23	86	7	37	12	East
LAMAR	3,830	8	42.2	13	85	8	29	2	East
WHARTON	3,788	9	29.2	20	83	11	40	16	Coastal
LIBERTY	3,331	10	28.0	16	89	5	31	4	Coastal
NAVARRO	2,732	11	28.8	19	72	18	48	21	East
MAVERICK	2,581	12	41.4	22	78	14	48	22	South
STARR	2,410	13	58.8	5	61	22	40	15	South
UVALDE	2,042	14	29.2	21	78	15	50	25	South
WILLACY	1,978	15	63.8	1	65	20	36	10	South
HOUSTON	1,613	16	53.5	7	84	10	33	5	East
GONZALES	1,602	17	35.4	17	85	9	43	19	Central
FRIO	1,600	18	47.5	8	81	12	38	14	South
ZAVALA	1,597	19	47.1	11	75	16	46	20	South
NEWTON	1,459	20	35.7	14	94	1	35	8	East
FALLS	1,442	21	47.8	9	91	3	33	6	Central
POLK	1,426	22	35.4	15	91	4	41	17	East
ROBERTSON	1,417	23	56.0	6	66	19	48	24	Central
DIMMIT	1,235	24	41.7	2	37	25	41	18	South
GRIMES	998	25	47.0	10	93	2	37	13	E.Central

00086

ATTACHMENT B

Summary of Demonstration Projects Planning Data

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
FALLS COUNTY

A. NEEDS ASSESSMENT PRIORITIES

This list is the summary compiled by the Steering Committee and is based on data collected from parents as well as existing census data.

Ranking	Need
1	Health Services
2	Nutrition
3	Comprehensive day care services
4	Family training
5	Transportation

B. PARTICIPANT CHARACTERISTICS

Total of over 403 parents interviewed from the towns of Rosebud, Marlin, Lott, and Chilton.

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
3	7	3	33%	$125

2 Training

No. attending Needs Assessment Workshop 2

No. attending Planning Workshop 2

3 Techniques

Name	No. People	Characteristics
Structured Personal Interview	350	Parents of prospective clients
Informal Personal Interview	30	Other parents, interested citizens
NGT	23	Steering Committee and Parents

403

KE PHASE SUMMARY
PROJECT NAME: FALLS

A. EC Need Priority from PE

Health services
Nutrition
Comprehensive day care
Family Training
Transportation

B. List alternative Means to deal with Need Priority

Expand existing network of child care centers by:

(a) Starting two new centers
(b) Providing additional kinds of services

C. Participant Characteristics

34 total
Parents and ECD experts within county plus selected experts from outside county.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks	% Salaried	Ave. Salary/ Wk
4	19	3	25%	125

2. Techniques

Name	No. People	Characteristics
Personal interview	13	local ECD experts
Brainstorming group	12	parents and experts
Telephone conference	9	experts outside county

PROGRAM DESIGN PHASE SUMMARY

PROJECT NAME: FALLS

A. Summary Description of Proposed EC Program

The main emphasis will be on comprehensive health and day care services for about 140 non-welfare children and their families from throughout the county who currently receive no assistance. Included in the program will be parent education, transportation, and outreach. Services will be provided in three existing child centers throughout the county-Marlin, Rosebud and Lott-chilton.

The project will be funded with $61,000 to be provided by OECD with additional matching money from DPW and possibly the Hogg Foundation.

B. Justification For Proposed Program

NA top priorities will all be responded to. These included, in order 1) Health Services, 2) Nutrition, 3) Comprehensive day care, 4) Family training, 5) Transportation. During Knowledge Exploration, investigation focused on providing these services under an umbrella organization which included expansion of the existing Day Care Centers.

C. Coordination in Program Proposal Development

More than 21 agencies and individuals made commitments to cooperate directly with this program. The breakdown is as follows.

- 6 agencies dealing with health, including DPH, local hospitals and local medical societies.
- 3 agencies providing parent education, especially local universities
- 4 providers of social services, such as DPW
- 3 screening and diagnosis organizations, including MH/MR and ISD
- 3 agencies providing legal services
- 2 nutrition services, like the County Extension Service

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
2	15	2

2. Total Money Spent in Planning $3,000

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
FT. BEND COUNTY

A. NEEDS ASSESSMENT PRIORITIES

The following is a summary list of the priorities established from a random survey of families in the county.

Ranking	Need	Frequency Tally
1	Early identification	36
2	Special Health	33
3	Supervision & Discipline	31
4	Day Care	30
5	Parent Identification	29

Based on this list, the Steering Committee adopted the following two needs for additional study:

Ranking	Need
1	--Early identification and help for children with health defects and problems-hearing, speech, learning, vision, etc.
2	--Parent education in several areas, such as family planning, child supervision and discipline

B. PARTICIPANT CHARACTERISTICS

Total of 334 people
Building on information gathered from existing census data, a random sample of 302 families from all parts of the county. The breakdown by race, cultural background is as follows:

75 Mexican Americans
67 Negroes
160 Anglos

Additional Participants-

12 ministers in county
20 members of agencies related to ECD, names not given

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	19	4	100%	$175

2. Training
No. attending Needs Assessment Workshop 0
No. attending Planning Workshop 1

cont. Techniques

3. Techniques

Name	No. People	Characteristics
Structured personal Interview	302	Random sample of parents
Informal Personal Interview	20	ECD agency members
Public Questionaire	12	Ministers

334

KE PHASE SUMMARY

PROJECT NAME: FT. BEND

A. EC Need Priority from PE

1. Early identification and help for children with defects
2. Parent education

B. List alternative Means to deal with Need Priority

1. Community coordinators and aids to provide information/referral services
2. Parent education service
3. Well-baby clinics
4. Pre-school clinics
5. Extermination service
6. Administrative and clerical assistance

C. Participant Characteristics

30 total participants from the following categories:

Physician, pediatrician
Dentist
Nurse
Nutrition specialist
Sanitarian
Public utilities offical
School board representatives

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	20	3	100%	$17[illegible]

2. Techniques

Name	No. People	Characteristics
Unstructured Personal Interview	30	service providers

PP PHASE SUMMARY
PROJECT NAME: FT. BEND

A. Summary Description Proposed Program

Two program coordinators and part-time aides. Volunteers will be enlisted as needed.
Two main services will be available to the over 7000 EC families in the county.

1. Identification of children 0-6 throughout the county with physical and/or psychological problems of any sort. Subsequent service to about 80 of the most needy children.
2. Identification of parents throughout the county with children 0-6 with subsequent Parent Education to about 400 families and referral of others to existing services.

Budget for this program includes $61.000 from OECD plus numerous funds from other sources.

B. Justification For Proposed Program

This program responds to the following top EC priorities from the PE Phase:

1. Early identification (First Priority)
2. Parent education (Second Priority)

Suggested alternatives from Knowledge Exploration that were included from the original list of 6 possibilities are:

1. Community Coordinator
2. Parent Education Service
3. Pre-school clinics

C. Coordination in Program Proposal Development

At least 6 organizations or individuals have promised services to this program. Since a main feature is the community coordinator role, it is expected that other agencies will be involved soon. Those which made commitments are:

Department of Public Health - screening and immunization

County extension agent - nutrition

MH/MR - diagnosis and screening

DPW - social services and funding

ISD - will be the fiscal agent and also provide screening

Local dentists and physicians have agreed to volunteer their services

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks.
8	10	3

2. Total Money Spent in Planning 00094

cont. Methodolgy (Ft. Bend)

2. Total Money Spent in Planning $ 3400

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
HOUSTON COUNTY

A. NEEDS ASSESSMENT PRIORITIES

Overall summary by the Steering Committee listed the major unmet needs as follows:

1. Educational needs for pre-school day care
2. Concern for unmet mental and physical health needs.

These two needs can be further subdivided by the following categories of respondents:

A. Parents
   1. Day Care 60%
   2. Well-baby Clinic 14%

B. ECD Care Givers & Parents
   1. Parent education for child care 48%
   2. Day Care for Working Mothers 17%
   3. Health Care 17%

B. PARTICIPANT CHARACTERISTICS

279 people total

147 mothers currently receiving ECD services throughout the county

102 mothers with children under 6 and with interest in additional ECD services

30 (at least) care givers of ECD services, including ministers, teachers, school officials, DPW workers, nurses, etc.

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
—	—	—	—	—

2. Training
   No. attending Needs Assessment Workshop 2
   No. attending Planning Workshop 1

cont.

3. Techniques

Name	No. People	Characteristics
Brief Questionnaire Distributed at Public Mtg	26	Persons interested in ECD
Structured Personal Intvw Distributed through agen.'s	147	Families currently rec'ing publicly supported ECD services
Nominal Groups	102	Parents with kids under six
Unstructured Discussion Group		Friends of LIFT-parents professionals

KE PHASE SUMMARY
PROJECT NAME: HOUSTON

A. EC Need Priority from PE

Day Care Service with an emphasis on health services and parent training.

B. List alternative Means to deal with Need Priority

Nutritional supplement food program
Maternal-infant clinic
Curriculum for parent-infant interaction
Job training for parents using available matching monies
Public information and education about ECD.

C. Participant Characteristics

14 Total
Experts on day care and parent training

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.	% Salaried	Ave. Salary/Wk.
2	20	3	100	-----

2. Techniques

Name	No. People	Characteristics
Group Interview	14	Experts on day care and parent training

PP PHASE SUMMARY
PROJECT NAME: HOUSTON

A. Summary Description Proposed ES Program

To expand the existing health and day care services, making them more readily available to the 1251 young children throughout the county.
To provide prenatal health and education services for expectant mothers.
To provide early childhood development training and education for interested persons from throughout the county.
$61,000 from OECD, with matching monies provided by DPW, MH/MR, local public schools, United Fund, and others.

B. Justification for Proposed Program

The proposed program responds to the top three need priorities established during problem exploration, namely the need for: Day Care Services, Health Services, and Parent Training. Among the six program alternatives suggested, the proposal intends, in varying degrees, to respond to all of them through expansion of the existing Day Care Program. Specifically, the following alternatives will be addressed: nutritional development, well baby clinic, parent training, job training for parents, and public information and education.

C. Coordination in Program Proposal Development

A total of more than 8 agencies and individuals will be cooperatively involved in this program.

MH/MR--funding and diagnosis
ISD--donation of physical plant, parent education classes
DPW--consultation and social services, funding
S.F. Austin University--consultation
J. Davis Hospital--parent-infant training
Education Service Center--educational materials
United Fund--monetary and other assistance

D. Methodology

1, Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
1	40	2

2 Total Money Spent in Planning 4400

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
LAMAR COUNTY

A. ECD NEED PRIORITIES

Ranking	Need	Frequency	%
1	-- Preschool educacion in all areas of need, including speech, language, social relationships, etc.	517	33
2	--Parent education (intellectual and emotional) to meet all phases of family life	260	17
3	--Recreation for children in remote areas, such as organized play with others	260	17
4	--Day care for working parents	186	12
5	--Health care for problems of any sort for children	137	8

B. PARTICIPANT CHARACTERISTICS

The number of respondents by category is unclear. The total was over 1540 people and is divided over the county by the following distinctions:

--parents with children under 6 years age
--parents with children in elementary school
--elementary school teachers and administrators
--DPW staff
--other professional groups, such as physicians and ministers

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	27	6	50%	110

2. Training

No. attending Needs Assessment Workshop 1

No. attending Planning Workshop 1

3. Techniques

Name	No. People	Characteristics
Nominal Group Techniques	117	Parents of School Children DPW Staff
Informal Interview	31	Teachers & Educators
Public Qstr., Several Types	1399	Parents & Professionals
	06100	

KE PHASE SUMMARY

PROJECT NAME: LAMAR

A. EC Need Priority from PE

Preschool education
Parent education
Physical health care
Assessment
Outreach casework

B. List alternative Means to deal with Need Priority

Definition of relevant facets of Pre-school Program for Children, including health care and education for both parents and children.

C. Participant Characteristics

A total of 35 specialists in early childhood, 40% of whom were from outside the county.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	27	4	50	110

2. Techniques

Name	No. of People	Characteristics
Unstructured Personal Interview	35	

PP PHASE SUMMARY

PROJECT NAME: LAMAR

A. Summary Description of Proposed ES Program

The program is directed to fulfilling needs in area 5 where no programs currently exist. Priority needs are for:

- Preschool enrichment social-educational programs.
- Four centers will be established to serve about 109 children(ages 3-5) from throughout the county.
- Parent education, especially about health problems of children, plus referral services for families needing special attention.

$72,000 was budgeted from OECD with potential additional resources from others.

B. Justification For Proposed Program

The Needs Assessment emphasized, as the top three priorities (in order) preschool education, parent education and physical health care. Knowledge exploration was addressed to exploring and defining the basis dimensions of a comprehensive Preschool Program that would include both health care and parent education.

C. Coordination in Program Proposal Development

More than 18 agencies were involved in the initial preparations for this program. The list includes:

- Donation of physical space by 1 church and 3 schools
- Parent education materials to be provided by Paris Junior College and Home Demonstration Agent
- Health care arrangements have been made with 2 local hospitals, 2 pediatricaians, and a dentist. The general area of health screening and diagnosis will be arranged at least 6 professionals
- Psychological conseling and education will be provided by a graduate student from East Texas State University.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
4	20	6

2. Total Money Spent in Planning $ 4591

QECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
NAVARRO COUNTY

A. ECD NEED PRIORITIES

Ranking	Parents	ECD Care Givers
1	--Knowledge of child care, including management practices through phases of development.	1. Parent Education in many areas, such as hygiene, child management, values of honesty and respect.
2	--Money for routine medical and dental care	2. Knowledge of basic nutritional requirements and skill in meeting them.
3	--Transportation to these medical and dental services	3. Early identification of special care needs not covered by existing programs.
4	--Knowledge of unusual, extraordinary needs of any type	4. Routine medical and dental services locally available.
5	--Child care for working parents	

B. PARTICIPANT CHARACTERISTICS

Total- 142

A. Care Givers
- 18 Kindergarten and first grade teachers
- 1 Elementary school supervision
- 7 Headstart Center directors and staff
- 4 Day Care Center directors
- 1 CAP director
- 1 DPW licensing representative

B. Parents with children under 6 years, mainly at the poverty level

110 mothers from the following areas:
- Blooming Grove
- Kerens
- Corsicana
- Dawson
- Frost
- Navarro

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	30	4	100%	$280

KE PHASE SUMMARY

PROJECT NAME: NAVARRO

A. EC Need Priority from PE

Prenatal care

Well-Baby/Well-Child Clinic

B. List alternative Means to deal with Need Priority

Expansion of existing Prenatal Clinic

Establishment of Well-Baby Clinics in existing Day Care Center, using pediatric nurse practitioner

Expanded parent education using professional counseling and evaluation

Develop nutrition education programs

Expand Day Care Services for handicapped children

C. Participant Characteristics

Total 23 experts from a variety of early childhood related programs. Examples include:

physicians
nurses
special educators

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks.	% Salaried	Ave. Salary/Wk.
2	25	4	100%	$280

2. Techniques

Name	No. people	Characteristics
Personal Interview	16	
Telephone conferences	7	
Letters	12	experts in geographically distant places

Cont. METHODOLOGY

2. Training

No. attending Needs Assessment Workshop 1

No. attending Planning Workshop 0

3. Techniques

Name	No. People	Characteristics
Structured Personal Interview	110	Parents with children under six
Brainstorming Groups	32	ECD care givers

PROJECT NAME: NAVARRO

A. Summary Description of Proposed ES Program

To expand the existing prenatal clinic in providing health care for pregnant mothers-about 50 additional per year.
To provide comprehensive health services for young children through a Pediatric Nurse Practitioner, who will hold Well-Baby clinics at three locations in the county and also operate a screening and referral service for child problems. About 2600 children will be eligible for assistance.

$64,000 provided by OECD with possible matching funds from other agencies. Clients will be charged fees where appropriate.

B. Justification For Proposed Program

The proposal did not respond to the needs as they were stated specifically during Problem Exploration, although there was general agreement. The top needs were for parent education and provision of additional medical services. Knowledge exploration alternatives were more closely aligned with the proposal in that consideration was given to expanding the existing Prenatal Clinic, establishing Well-Baby Clinics, and starting education and evaluation services. The Pediatric Nurse Practitioner role was not mentioned directly during KE.

C. Coordination in Program Proposal Development

Coordination will be developed with at least the following 7 agencies to expand the existing program:

- County hospital, which will provide staff and resources for the prenatal clinic.
- 5 Head Start Centers and/or Neighborhood Clinics will have the Well-Baby Clinics.
- Navarro Junior College will train nursing students for the Well-Baby Clinics

Additional arrangements will be made through the Nurse Practitioner as needed during operation.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
2	15	5

2. Total Money Spent in Planning $ 3550

ECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
PANHANDLE REGION

A. NEED PRIORITIES

The top five problem priorities for the Panhandle region were:

1. Child-care facilities-availability, staff, equipment, finances
2. Educational Problems of Children-language, social relationships
3. Health, including medical and dental problems plus sanitation
4. General developmental problems of children-physical, emotional
5. Parent problems-educational, emotional, discipline, child abuse, family planning

These problems varied in emphasis across regions. The following were expressed as the major priorities particular areas:

Area 1 Child-care facilities
Area 2 Health
Area 3 Child-care facilities
Area 4 Health
Area 5 Child-care facilities

B. PARTICIPANT CHARACTERISTICS

Included was a cross section of concerned citizens for ECD from throughout the region. The total of 255 people was about evenly divided between parents and interested professionals. The distribution by area was:

Area 1 - 29
Area 2 - 27
Area 3 - 82
Area 4 - 26
Area 5 - 91

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
5	55	15	100%	$160

2. Training

No. attending Needs Assessment Workshop 1

No. attending Planning Workshop 1

3. Techniques

Name	No. People	Characteristics
Nominal Group Technique	255	Parents & service providers
	06107	

KE PHASE SUMMARY

PROJECT NAME: PANHANDLE

A. EC Need Priority from PE

Child care facilities

Health care

Educationdl problems of children

General developmental problems of children

B. List alternative Means to deal with Need Priority

Industry-related child-care
Community Resource Developer to coodinate and disseminate information
Neighborhood co-op child-care
Child-care referral service
Co-op financing for doctors

C. Participant Characteristics

Experts in the most innovative techniques of child care and indigenous experts with knowledge of local resources.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks.	% Salaried	Ave. Salary/Wk
2	55	3	100%	$160

2. Techniques

Name	No. People	Characteristics
Brainstorming Groups	13	local experts- administrators & professors
Survey questionnaire	30	" " "
Nominal Group	10	Parents

PROGRAM DESIGN PHASE SUMMARY
PROJECT NAME: PANHANDLE

A. Summary Description of Proposed ES Program

The main objectives are to coordinate existing services, encourage and assist in the development of local initiative programs, and to develop an information referral network. More specifically, 5 child care centers will be developed to serve 335 children of working parents and two specialists (one in community resource development and the other in program coordination) will be employed. Services will be provided throughout the 26 county Panhandle region.

$75,000 from OECD plus additional resources of various types from other sources, for an estimated total worth of almost $308,000.

B. Justification For Proposed Program

The top priority needs established during Needs Assessment were addressed in the proposal. These included the development of child care facilities, attention to preschool education, and health care. Knowledge exploration focused on several alternatives, among them industry-related day care, a Community Resource Developer Role and co-operative financing of doctors.

C. Coordination in Program Proposal Development

Many organizations and individuals have already volunteered cooperation and, by the nature of the program, others will be engaged over time. Included among those contracted numbered over 24:

- Staffing assistance - Manpower, Neighborhood Youth Corps, RSVP, Military Reserve, Future Homemakers, Home Economic Students, Public Health Nurses, School Nurses, County Demonstration Agents, Big Brothers.
- Professional services - DPW, DPH, MH/MR, Center for Human Development, Expanded Nutrition Program, Texas Medical Association, Planned Parenthood.
- Funding sources - DPW, United Fund, local churches, local civic groups, industry.
- Training - Texas State Technical Institute

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
4	19	2

2. Total Money Spent in Planning ---

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
POLK COUNTY

A. NEED PRIORITIES

Nominal groups established the following three priorities:

1. Need for health and mental health services
2. Child care and development services
3. Parent training

Priorities established at the Public Meeting were for:

1. Day Care for Working mothers
2. Parent Education for family development, especially home economics
3. Lessening of cultural deprivation by awareness of services available
4. Mental Education to use existing services
5. Parent Education to use existing services
6. Need for Parks to facilitate family recreation

The final summary prioity list developed by the Steering Committee listed the following as the top six priorities:

1. Lack of community resources and education resources
2. Apathy
3. Lack of income for complete psychological and physical exams
4. No proper care for children while parents work
5. Parents ignorance of available services
6. Poor social and emotional environment

B. PARTICIPANT CHARACTERISTICS

Description of participants by number is possible only in part. Over 1247 persons responded to the various kinds of techniques. Included was a wide cross-section of residents from various ethnic and socio-economic levels, all of whom were interested/involved in ECD--i.e., both parents and service providers

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	10	7	100%	$200

2. Training

No. attending Needs Assessment Workshop 1

No. attending Planning Workshop 1

cont. METHODOLOGY

3. Techniques

Name	No. People	Characteristics
Structured Personal Interview	1200	General cross-section of county residents
Public Hearings	17	General cross-section of county residents
Nominal Groups	30	Parents & service providers

KE PHASE SUMMARY

PROJECT NAME: POLK

A. EC Need Priority from PE

Lack of community resources and education resources and support.

Public apathy for ECD.

Lack of money for psychological and physical exams.

No proper care for children of working parents.

B. List alternative Means to deal with Need Priority

Establish Department of Human Resources within Commissioner's Court. This department would study more thoroughly existing problems, coordinate services, develop new programs and conduct public education.

Prenatal and Well Baby Clinics

Nutrition education program

Comprehensive Day Care

C. Participant Characteristics

Total of 7 people, including university professors and COG staff.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks.	% Salaried	Ave. Salary/Wk
3	10	4.	100%	$130

2. Techniques

Name	No. People	Characteristics
Unstructured Personal Interview	2	University Professors
Group Discussions	5	COG Staff

PROGRAM DESIGN PHASE SUMMARY
PROJECT NAME: Polk

A. Summary Description of Proposed EC Program

Establish a Department of Human Resources to develop early childhood programs and services throughout the county. The first project will be to start two enriched Day Care Centers servicing 55 children and their families in the areas of Livingston and Corrigan.

B. Justification For Proposed Program

Priority problems identified during Problem Exploration that will be addressed through the proposal include: (1) lack of community and educational resources, (2) apathy, (3) lack of income for complete physical and psychological exams, and (4) need for child care for working parents. Knowledge exploration alternatives which are addressed in the proposal include development of the Department of Human Resources and the establishment of Comprehensive Day Care--two out of a total of four program suggestions.

C. Coordination in Program Proposal Development

Contribution to the Day Care Centers have been promised by 6 agencies:

--Department of Public Health--screening and immunization
--Department of Public Welfare--social and financial services
--Stephen Austin University--advice on program development and subsequent training of staff
--Dental and Medical Societies--assistance in diagnosis and screening
--Home Demonstration Program--nutritional instruction and training

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
3	4	4

2. Total Money Spent in Planning $ 5000

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
SAN PATRICIO COUNTY

A. ECD NEED PRIORITIES

	Comparative Rankings		
	Parents	Professional	Outreach wkers.
1. Basic material needs, such as for food, clothing and medical care	1 4	12 13	5 1
2. Parents needs for Knowledge & Skill concerning parenting, including child care and discipline and budgeting	* 3 *	4 * 1	2 * 10
3. Developmental and educational skills of children required to start school	21	2	4
4. Other needs of parents, such as for day care, transportation, and information on available services	2	18	8

B. PARTICIPANT CHARACTERISTICS

1. Total-387 people
2. Breakdown

283--Parents with children under six, mainly at the poverty level, from the following geographical areas of the county
- -Aransas Pass-Ingleside
- -Taft-Gregory
- -Sinton-St. Paul
- -Odem-Edroy
- -Mathis

24--Outreach workers from the following agencies:
- -Family Planning Center
- -Headstart Teachers
- -Texas A&M Expanded Nutrition Program
- -Neighborhood Service Center

80--Professionals providing ECD services from the following agencies:
- -County Physicians
- -Kindergarten & first grade teachers
- -Elementary principals and counselors
- -MH/MR Worker
- -DPW worker
- -Selected Community Action Council staff

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	21	5	100%	$170

2. Training

No. attending Needs Assessment Workshop 2

No. attending Planning Workshop 1

3. Techniques

Name	No. People	Characteristics
Nominal Group Technique	24	ECD outreach workers from various agencies who helped do parents survey
"Parents Survey" Structured Personal Interview conducted by Outreach Workers	283	Parents with kids under six; poor families
Delphi	80	Professionals

KE PHASE SUMMARY

PROJECT NAME: SAN PATRICIO

A. EC Need Priority from PE

Child care for working parents

Improvement of parenting skills

Unmet health needs of children

B. List Alternative Means to deal with Need Priority

Child care centers and family day homes

Parent education through home visitors and neighborhood classes

Medical and dental care through direct payments, additions to existing programs, and/or screening services.

C. Participant Characteristics

41 ECD experts, local and outside county

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
1	40	4	100%	170

2. Techniques

Name	No. People	Characteristics
Brainstorming group	29	local ECD service providers
Telephone interview	3	experts- other parts of Texas
Unstructured personal interview	9	experts, DPW and OECD

PP PHASE SUMMARY

PROJECT NAME: SAN PATRICIO

A. Summary Description of Proposed ES Program

1. Establish a system of 30 family day care homes to provide services to 90 children of working mothers throughout the county.

2. Provide consultation and assistance to day home operators around programming and lisencing.

$65,000 to be provided by OECD, with additional matching money from DPW and possibly other agencies.

B. Justification For Proposed Program

The proposal responds to needs and suggestions of previous phases in the the planning process. Child care for working parents had an overall summary ranking of fourth and parent education was ranked second. Program suggestions included family day homes and home visitation educational programs as alternatives.

C. Coordination in Program Proposal Development

Several agencies have made plans to cooperate, including the following six:

-Head Start Program

-A & M Extension Service

-DPW

-Coastal Bend Migrant Council

-Sinton Urban Renewal

-County Commissioners' Court

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
2	27	4

2. Total Money Spent in Planning $ 3700

OECD DEMONSTRATION PROJECTS
PROBLEM EXPLORATION PHASE
STARR COUNTY

A. NEED PRIORITIES

Priorities are broken out by group.

1. Head Start Advisory Council

Rank	Need	Fequency
1	Additional Day Care Centers	19
2	Medical	15
3	Clothing	11
4	Dental	8
5	Better Curiculum	7

2. Parents

Rank	Need	Frequency
1	Medical	174
2	Dental	165
3	Centers for Working Mothers	145
4	Mental Problems	118
5	Day Care for All Children	114

3. Care Givers

Rank	Need	Frequency
1	Medical	17
2	Mental Problems	8
3	Dental Problems	4

Summary priorities as developed by Steering Committee

Rank	Need
1	Mental Services
2	Child care centers
3	Dental services
4	Mental Health services
5	Parent Education

B. PARTICIPANT CHARACTERISTICS

368 total participants

166 members of Head Start policy advisory committees interested in ECD

196 parents with children under six from the following areas:
- Rio Grande City
- Roma
- Grulla
- San Isidro

6 ECD care givers, specialists in selected areas of ECD. Included were representatives from DPW, a mental health program clinic, a physician, a dentist, a special education coordinator.

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
3	20	4	33%	$200

2. Training

No. attending Needs Assessment Workshop 1

No. attending Planning Workshop 1

3. Techniques

Name	No. People	Characteristics
Questionnaire	166	Head Start parent advisory committees
Nominal Group Technique	164	Parents with kids under 6 in 4 cities within county
Structured Personal Interview	6	ECD service providers
Telephone Informal Interview	32	Parents with kids under 6

KE PHASE SUMMARY
PROJECT NAME: STARR

A. EC Need Priority from PE

Child care for working parents

Improvement of parenting skills

Unmet health needs

B. List alternative Means to deal with Need Priority

Community education and parent education using television and door to door interviewing

Comprehensive health screening and service for children

Dental screening and education

Diagnostic screening for vision, hearing and intestinal parasites

C. Participant Characteristics

Total of 24, including 18 ECD professionals and 6 members of the Steering Committee.

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs/Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	31	4	50%	$200

2. Techniques

Name	No. People	Characteristics
Unstructured Personal Interview	6	steering committee educators
Telephone conferences	18	professional in ECD

PROGRAM DESIGN PHASE SUMMARY
PROJECT NAME: STARR

A. Summary Description of Proposed ES Program

A health screening and referral service for needy children throughout the county to be conducted by a trained nurse. Eighty children from throughout the county will be closely followed from initial screening through home-based follow-up focused on parent training and education.

B. Justification for Proposed Program

The Problem Exploration identified various health service needs among the top four priorities. Among the program suggestions developed during Knowledge Exploration, the Proposal responds to those for comprehensive screening and service for health concerns.

C. Coordination in Program Proposal Development

The following six agencies, in particular, have volunteered contributions to the proposed program:

--Department Public Health--immunization
--County Schools--screening
--Home Extension Service--counseling
--MH/MR--diagnosis and counseling
--Headstart--training and technical assistance
--Local physician and dentist--diagnosis and service

D. Methodology

1. Planning Team Characteristics

Size	Ave. Hrs./Wk.	Ave. No. Wks.
2	25	4

2. Total Money Spent in Planning 4300

OECD SPECIAL PROJECTS
PLANNING SUMMARY
COLONIAS DEL VALLE, TMC

A. NEEDS ASSESSMENT PRIORITIES

Establish two child development centers in rural areas to serve migrant families which were not being served currently. Emphasis on health and bicultural curriculum.

B. Program Description

The main emphasis of this program is to establish full-day, full-year comprehensive day care and preschool services for about 60 migrant children plus educational facilities for their parents. Participants will be mainly rural residents of Hidalgo County.

Budget for this program is $25,000 from OECD and over $58,000 from DPW.

C. PARTICIPANT CHARACTERISTICS

Migrant parents and ECD professionals specializing in migrant affairs were involved during planning. Cooperating agencies were DPW, Texas Migrant Council and the Model Cities Program in Edinburg.

D. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
2	17	76	00	00

2. Total Money Spent donated time

3. Training
   No. attending Needs Assessment Workshop 0
   No. attending Planning Workshop 0

4. Techniques

Name	No. People	Characteristics
Informal Personal Interview	unknown	parents and professionals

OECD SPECIAL PROJECTS
PLANNING SUMMARY
PLAINS VENTURE, TMC

A. NEEDS ASSESSMENT PRIORITIES --PROGRAM DESCRIPTION

Priorities were established two years ago under a grant from Head Start to provide Day Care for migrant children. The current program is an extension of this original effort during the summer of 1973 under Head Start. Specific goals established for this summer are:

1. To enrich the child's life so that they have more confidence and perform better in school.

2. To bring children up to normal health

3. To provide children another environment than living in the fields

A total of 40 children can be served, ranging from infants to 5 years of age.

B. PARTICIPANT CHARACTERISTICS

Migrant parents and ECD agencies were given information about the existence of our program and invitaions were made to send us children.

Recruitment was done by radio and by visits to migrant camps.

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
1		2		

2. Total Money Spent $50,000 budgeted for Day Care Centers

3. Training
   No. attending Needs Assessment Workshop 0
   No. attending Planning Workshop 0

4. Techniques

Name	No. People	Charactersitics
Referral personal interview	3	Professionals -- other Day Care Directors and TMC

OECD SPECIAL PROJECTS
PLANNING SUMMARY

EL PASO EARLY CHILDHOOD AND FAMILY DEVELOPMENT PROGRAM

A. NEEDS ASSESSMENT PRIORITIES

1. Comprehensive day care for children 0-6, including bilingual and bicultural education.
2. Vocational training and jobs for working mothers

B. Program Description

The main goal of this program was to establish a system of nine day care centers for children of working parents, especially focusing on families residing in HUD housing developments. About 450 children will be served from the city of El Paso.

The budget for this program includes over $8500 from OECD and $275,000 from DPW.

C. PARTICIPANT CHARACTERISTICS

Samples were drawn of parents and other interested citizens in various neighborhoods where day care was needed.

Experts in city planning from the City of El Paso, United Fund and Community Action Council were interviewed to gather census data.

Cooperation during proposal development was offered by DPW, El Paso ISD, and El Paso HUD.

D. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
6		16		

2. Total Money Spent donated-none

3. Training
   No. attending Needs Assessment Workshop 6
   No. attending Planning Workshop 0

4. Techniques

Name	No. People	Characteristics
Informal Personal Interview		Professionals
Group Discussions		Parents

OECD SPECIAL PROJECTS
PLANNING SUMMARY

CORPUS CHRISTI EARLY CHILDHOOD DEVELOPMENT CENTER

A. NEEDS ASSESSMENT PRIORITIES

1. State-local agency coordination of ECD services
2. Direct services to children of AFDC families.

Examples of the kinds of needed services included social, education, health screening and parent involvement-the whole range of bicultural activities which are part of an "enriched environment."

B. Program Description

The main goal is to provide comprehensive child and family development services and to demonstrate coordination and cooperation among the local ECD agencies.

Budget for the program, during the first year of operation, included $40,000 from OECD, $113,000 from DPW, and $15,000 from local sources.

10 Directors of the agencies which provide early childhood services in this area including the following:

--Corpus Christi Independent School District--staff training, physical facilities
--Education Service Center--evaluation
--MH/MR Center--diagnosis and screening
--Public Health Department--immunization and examinations
--Public Welfare Department--social services, licensing and funding
--Texas A & I University--consultation and staff training

C. METHODOLOGY

1. Planning Team Characteristics

Size	Ave. Hrs./Wk	Ave. No. Wks	% Salaried	Ave. Salary/Wk
10		36 wks		

2. Total Money Spent donated -- none

3. Training
   No. attending Needs Assessment Workshop _____
   No. attending Planning Workshop _____

4. Techniques

Name	No. People	Characteristics
Group Disussions	10	planners